
2014 SCHOOLING IN AMERICA SURVEY

Perspectives on School Choice, Common Core, and Standardized Testing

Polling Paper No. 20

Paul **DiPerna**

JUNE 2014

With questions on the direction of K-12 education, the federal government's performance, education spending, grades and preferences for different types of schools, school choice topics and policies, and a special focus on standardized testing and the Common Core State Standards.

The Friedman Foundation
for Educational Choice
edchoice.org



Survey Project & Profile

Title:	2014 Schooling in America Survey
Survey Data Collection & Quality Control:	Braun Research, Inc. (BRI)
Survey Sponsor & Developer:	The Friedman Foundation for Educational Choice
Interview Dates:	April 23 to May 4, 2014
Interview Method:	Live Telephone 70% landline and 30% cell phone
Interview Length:	16 minutes (average)
Language(s):	English
Sample Frame:	Adults (age 18+)
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Sample:	National/American Adults = 1,007
Margin of Error:	National/American Adults = ± 3.1 percentage points
Response Rates:	Landline = 15.8% Cell Phone = 14.1%
Weighting?	Yes (Landline/Cell, Age, Gender, Race, Ethnicity, and Region)
Oversampling?	No

Project Contact:

Paul DiPerna | Research Director | paul@edchoice.org

The author is responsible for overall polling design; question wording and ordering; this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

Survey Demographics

Percent (%) of National Sample	
<i>after weighting</i>	
K-12 Parent	32
Northeast	18
South	37
Midwest	22
West	23
Democrat	31
Republican	23
Independent	30
Urban	23
Suburban	34
Small Town	23
Rural	18
18 to 24	13
25 to 34	17
35 to 44	17
45 to 54	18
55 to 64	15
65 & Over	16
Hispanic	14
Not Hispanic	86
Asian	5
Black	12
Mixed Race	3
Native American	1
Other	5
White	72
< High School Graduate	6
High School Graduate	26
Technical, Trade, Vocational	3
Some College	24
College Graduate	23
> College	16
Under \$20,000	15
\$20,000 to \$39,999	19
\$40,000 to \$59,999	17
\$60,000 to \$79,999	11
\$80,000 to \$99,999	9
\$100,000 to \$149,999	11
\$150,000 or more	9
Male	48
Female	52

June 26, 2014

TABLE OF CONTENTS

Page

5	Overview
7	Findings
25	Survey Snapshots
68	Common Core Battleground: Comparing Champions and Dissidents
74	Methods Summary
74	<i>Sample Design</i>
75	<i>Contact Procedures</i>
76	<i>Call Dispositions and Response Rates</i>
77	<i>Weighting Procedures and Analysis</i>
78	About Us, Acknowledgements
81	Survey Questions and Results

Overview

The “Schooling in America Survey” is an annual project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI). The purpose of the project is to measure public opinion – and in some cases awareness or knowledge – on a range of K-12 education topics and reforms. We report response levels, differences, and intensities for the country, four major regions, and demographic groups. We also track response changes over time when possible.

At the conclusion of the 2013-14 school year, we observe and describe Americans’ views on a range of subjects often reported in the local news and discussed and debated by way of social media. Our annual snapshots consider the perceived direction of American K-12 education; the federal government’s performance in K-12 education; education spending; grades and preferences for different types of schools; school choice topics addressing charter schools, vouchers, education savings accounts, and tax-credit scholarships.

This year we also asked two sets of questions with a special focus on standardized testing and the Common Core State Standards.

A total of 1,007 telephone interviews were completed from April 23 to May 4, 2014, by means of both landline and cell phone. A randomly selected and statistically representative national sample of American adults responded to more than 25 substantive items in live phone interviews. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the national sample is ± 3.1 percentage points.

In this year’s project we included several split-sample experiments. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose of these experiments was to see if providing a new piece of information – or alternative wording – about certain aspects of K-12 education can significantly influence opinion on certain topics. We compare split-sample responses on questions exploring public spending on education; perceptions of political

party support for school choice policies; test-based accountability; and the development and implementation of academic standards. All are salient issues in state politics and reflect undercurrents in education policy discussions.

This polling paper has four sections. The first section summarizes this project's findings. We call the second section "Survey Snapshots," which offers charts highlighting the core findings of the project. The third section describes the survey's methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section displays the survey questions and results ("topline numbers"), allowing the reader to follow the interview as it was conducted, with respect to question wording and ordering.

Findings

Issue Priority

- ▶ **The national economy and jobs collectively represent the most vital issue to a plurality of Americans. More than one-third of respondents (38%) said that was their top concern for the country. What else is important? The issues of healthcare (16%) and education (13%) are the second and third highest priorities, respectively.**
 - All of the regions are statistically similar in terms of how they prioritize education for the country.
 - Respondents in the Northeast (44%) are more likely than the South (34%) to say the economy is a top priority.
 - Residents in the Midwest (19%) and South (17%) are more likely than Northeasterners (9%) to cite healthcare as a key concern.
 - School parents and non-schoolers responded to this question in very similar ways. There are no significant differences regarding how those groups prioritize education – or other issues – for the country.¹
 - Democrats (16%) and Independents (15%) are more likely to say K-12 education is the third-most important issue, compared with Republicans (8%).

¹ For this paper, we use the label “school parents” to refer to those respondents who said they have one or more children in preschool through high school. We use the label “non-schoolers” for respondents without children, or who may have children that are not in the specific grade range PK-12. For terminology regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-age voters” are 35 to 54; and “older voters” or “Seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income” < \$40,000; “middle-income” ≥ \$40,000 and < \$80,000; “high-income” ≥ \$80,000. Demographic subgroups that have unweighted sample sizes below 100 (n < 100) are not considered in this paper.

Direction of K-12 Education

- ▶ **Americans are much more likely to think K-12 education has gotten off on the “wrong track” (58%), compared with about one-third of adults (33%) who say it is heading in the “right direction.”**
 - Majorities across nearly all demographic groups are negative (“wrong track”) in their forecasts for K-12 education.
 - Those living in the Northeast (37%) and Midwest (37%) are more likely to give a positive response (“right direction”) than people in the West (26%).
 - School parents (40%) are more positive about the direction of American education than non-schoolers (30%).
 - Democrats (41%) are more likely to think K-12 education is going in the right direction, compared with Republicans (29%) and Independents (33%).
 - Young adults (43%) are relatively more positive than middle-age Americans (31%) or Seniors (27%).
 - Low-income earners (40%) are more upbeat than those who self-identify as middle-income (28%) or high-income (32%).
 - African Americans (46%) tend to say things are going in the right direction more often than Latinos (38%) or Whites (31%).
 - The following groups produced the largest negative margins: Republicans (-35 points), Seniors (-36 points), and middle-income earners (-37 points).
 - The proportion saying “right direction” has increased seven points since last year, up from 26%. The “wrong track” response is down four points from 62% in 2013.

Federal Government Performance

▶ **Nearly three-quarters of Americans have a dim view of the federal government’s performance in K-12 education (74% say “fair” or “poor”). Just 22% say “good” or “excellent.”**

- The intensity on this question is clearly in the negative direction (-34 points: 3% say “excellent” vs. 37% say “poor”).
- We detect similar response patterns across regions and observe no significant differences.
- School parents and non-schoolers also shared statistically similar responses.
- Just 12% of rural Americans said the federal government is doing a “good” or “excellent” job in K-12 education, and more than eight of 10 (84%) rated federal performance as “fair” or “poor.” This group is significantly different than those living in urban areas, suburbs, or small towns.
- Democrats, Republicans, and Independents are all negative on the performance of the federal government in K-12 education (65%, 84%, and 72%, respectively). Republicans are significantly more negative than the other two groups.
- Eight of 10 middle-income earners (81%) gave “fair” or “poor” ratings, which is significantly higher than those who are low-income (69%) and high-income (75%).
- Among observed groups, Republicans (-49 points) express the most negative intensity, and Latinos (-18 points) show the least negative intensity. A common sentiment is shared across a range of perspectives: The federal government is not doing a good job in K-12 education.
- There is barely any change on this question since last year. In 2013, 19% rated federal involvement as “good” or “excellent.” There has been a small increase of three percentage points. Negative ratings stayed the same.

Education Spending

- ▶ **More than \$10,500 is spent on each student in America’s public schools, and less than one out of six respondents (14%) could estimate the correct per-student *spending range* for the national average.**

- About 26% of respondents believed \$4,000 or less was being spent per student in the nation’s public schools. Another 18% of the national sample either said they “don’t know” or could not offer a spending number.
- When considering “total expenditures” per student (\$12,215 in 2010-11), which is another definition for educational spending, it is even more likely that estimates are more dramatically off target.² Survey respondents were much more likely to underestimate the spending range than overestimate.
- Two out of three respondents (67%) either underestimated educational spending per student (with a cautious definition citing “current expenditures”), or they could not give an answer or guess.

- ▶ **When given the latest per-student spending information, the general population is less likely to say public school funding is at a level that is “too low,” compared to answering without having such information.**

- In an experiment, we asked two slightly different questions about the level of public school funding in the United States. On version 6A, 56% of respondents said that public school funding was “too low.” However, on version 6B, which included a sentence referring to data on per-student

² “Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. “Total Expenditures” includes the latter categories.

See Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).

URL: nces.ed.gov/pubs2013/2013342.pdf

funding in America (\$10,658), the proportion saying “too low” shrank by nine percentage points to 47%.

- African Americans are most likely to say that public funding of K-12 education is “too low” (68% without spending information; 58% with spending information).
- The Northeast region is most likely to say that public funding of K-12 education is “about right” (39% without spending information; 41% with spending information).
- In this experiment, school parents and non-schoolers are similar.
- However, it appears school parents are more likely than non-schoolers to change their opinion once receiving actual spending information. Among school parents, 63% said “too low” without the information versus 43% who said “too low” with the spending information – a 20 percentage point difference.

Grades and Preferences for Different Types of Schools

▶ **Americans are much more likely to give grades A or B to private/parochial schools in their communities, compared with the local public schools. When considering only those respondents who actually gave a grade, the local private schools (78% gave an A or B) fare even better than public schools (45% gave an A or B).**

- When examining all responses, we see approximately 43% of voters give an A or B to local public schools, whereas 59% give an A or B to local private/parochial schools. Only 4% of respondents would give a D or F grade to private schools, and 22% gave the same low grades to public schools. Much higher proportions of respondents did not express a view for private schools (24%) or charter schools (36%), compared with the proportion that did not grade public schools (4%).

- School parents and non-schoolers responded to this series of items similarly.
- ▶ **When asked for a preferred school type, a plurality of Americans chose a private school (40%) as a first option for their child. A little more than one-third of respondents (37%) would select a regular public school. Nearly equal proportions would opt to homeschool their child (11%) or select a public charter school (10%). There is a significant disconnect between stated school preferences and actual enrollment patterns in the United States.**
- Only 9% of America’s K-12 student population attend private schools, but in our interviews, 40% of survey respondents said they wanted a private school. About 87% of the nation’s students attend regular public schools, but a much lower percentage (37%) would prefer a public school as a first option. Approximately 4% of American students attend a public charter school, but in interviews more than two times that proportion (10%) said they would like to send their child to a charter school; 11% of respondents said homeschooling would be the best way to educate their child.³
 - In a follow-up question, 12% of respondents in our survey prioritized a “better education/quality” as the key reason they preferred a certain school type. Other school attributes cited as important include: “individual attention/one-on-one” (10%) and “better teachers/teachers/teaching” (9%). Some caution is warranted when analyzing this question’s results. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.
 - No statistically significant differences emerged on these questions comparing school parents and non-schoolers.

³ See Grace Kena, Susan Aud, Frank Johnson, Xiaolei Wang, Jijun Zhang, Amy Rathbun, Sidney Wilkinson-Flicker, and Paul Kristapovich, *The Condition of Education 2014* (NCES 2014-083). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved June 18, 2014, from <http://nces.ed.gov/pubsearch>

Charter Schools

► **Charter schools are supported by a majority of Americans. A solid majority (61%) say they favor charter schools, whereas 26% of respondents say they oppose charters. The margin of support for charter schools is large (+35 points). We estimate that three of 10 respondents (29%) were initially unfamiliar with charter schools before receiving the survey’s definition.**

- We asked a pair of questions about public charter schools. The first question probed for an opinion without offering any definition. On this baseline question, 46% of respondents said they favored charters and 22% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic context, support rose 15 points to 61%, and opposition increased four points to 26%.
- The proportion of “don’t know” responses shrinks by 17 points (29% to 12%) when comparing the baseline item to the definition item.
- The demographic groups with the greatest positive margins, and therefore, most likely to favor charter schools are: Northeasterners (+46 points), school parents (+43 points), urban and small-town residents (+40 points and +42 points, respectively), Republicans (+48 points), middle-age adults (+43 points), low-income earners (+40 points), and Latinos (+46 points).
- Democrats (53% favor | margin = +21 points) and suburbanites (55% favor | margin = +25 points) are significantly less supportive of charters compared with their demographic counterparts.
- The groups showing the highest degree of positive intensity are: urbanites (+20 points), Republicans (+20 points), and Latinos (+24 points). Midwesterners (+5 points) express the least positive intensity.
- Since last year (2013: 60% favor, 25% oppose), we observe no significant movement in either a positive or negative direction.

School Vouchers

► **Greater than six out of 10 Americans (63%) said they support school vouchers, compared with 33% who said they oppose such a school choice system. The margin of support (+30 points) is nearly 10 times the survey’s margin of error. We estimate 36% of respondents were initially unfamiliar with school vouchers.**

- Similar to the previous pair of charter school questions, our interviewers asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 43% of the general population said they favored vouchers, and 21% said they opposed such an education policy. In the follow-up question – using a basic definition for a school voucher system – voter support rose 20 points to 63%, and opposition increased 12 points to 33%.
- The proportion of “don’t know” responses shrinks by 32 points (36% to 4%) when comparing the baseline item to the definition item.
- The demographic groups having the highest positive margins and most likely to favor school vouchers are school parents (+42 points), Southerners (+36 points), Republicans (+42 points), young voters (+44 points), low-income earners (+47 points), African Americans (+50 points), and Latinos (+47 points). Relatively speaking, the group that is the least likely to support vouchers are older Americans (+16 points).
- No observed group produces a negative margin.
- The range of intensities toward school vouchers is pretty broad across the demographic spectrum. Groups with the highest positive intensity are: school parents (+26 points), Republicans (+26 points), young Americans (+25 points), low-income earners (+27 points), African Americans (+33 points), and Latinos (+35 points). Lowest intensities are reflected among

Westerners (+6 points), Democrats (+7 points), Seniors (+4 points), and middle-income earners (+7 points).

- We observe a seven point increase in support for vouchers over the last two years (2012: 56% favor; 2013: 60% favor). Opposition has increased by five points over that time frame (2012: 28% oppose; 2013: 32% oppose).

▶ **A split sample experiment reveals American inclination toward universal access to school vouchers rather than means-tested eligibility that is based solely on financial need.**

- In “Split A”, almost two out of three respondents (65%) said they agree with the statement that “school vouchers should be available to all families, regardless of incomes and special needs.” Approximately 48% “strongly agree” with that statement. Close to one-third of voters (31%) disagree with that statement; 20% said they “strongly disagree.”
- In the comparison sample, “Split B,” respondents were asked if they agree with the statement that “school vouchers should only be available to families based on financial need.” Nearly two out of five (39%) agreed with that statement, while 21% said “strongly agree.” More than half said they disagree with means-testing vouchers, and 39% said they “strongly disagree.”

▶ **Americans are more likely to vote for a pro-voucher candidate, rather than oppose one (27% “more likely” vs. 16% “less likely”). More than half of respondents (53%) said that vouchers are not a make-or-break issue.**

- Certain demographic groups are worth noting for their voting tendencies with respect to school vouchers. The groups “more likely” to be swayed to support a pro-voucher candidate are school parents (32% | margin = +19 points), Republicans (31% | margin = +19 points), young voters (29% | margin = +21 points), Latinos (39% | margin = +33 points), African Americans (32% | margin = +23 points), and men (34% | margin = +18

points). No observed demographic appears less likely to support a pro-voucher candidate, though Democrats come close (margin = +1 point).

► **Americans correctly perceive Republicans to be more likely to support school vouchers than Democrats. Of those who shared their assessment, 62% said Republicans support school vouchers (Split A) while 46% of respondents (Split B) believed Democrats support vouchers.**

- In one split sample, respondents were asked to what extent Republicans favor or oppose school vouchers. Conversely, the other split sample was asked how they think Democrats view vouchers.
- When considering only the respondents willing to give their impression of partisan favorability toward vouchers, Americans will slightly underestimate Republican support (69% actual vs. 62% perceived). To an even larger degree, Americans will underestimate Democratic support for vouchers (59% actual vs. 46% perceived). Conversely, respondents were more likely to overestimate Democratic opposition to vouchers (37% actual vs. 54% perceived).
- Split A respondent perceptions were closer to matching the actual Republican proportions of voucher support and opposition. Split B was further off the mark when considering Democratic views of school vouchers.
- Approximately 42% of Split A did not give an impression of Republican favorability/opposition. Nearly the same proportion (38%) did not estimate the Democratic position toward vouchers.

Education Savings Accounts (ESAs)

► **A solid majority of Americans (56%) said they support an “education savings account” system (“ESA”). Because the margin of support is large (+22 points) and seven times the margin of error, it is clear**

respondents were more likely to favor ESAs rather than oppose such a system – just one-third (34%) said they oppose ESAs.

- The demographic groups most likely to support ESAs are school parents (62% | margin = +33 points), Southerners (60% | margin = +31 points), urbanites (66% | margin = +40 points), young adults (68% | margin = +46 points), low-income earners (64% | margin = +37 points), African Americans (68% | margin = +41 points), and Latinos (68% | margin = +49 points). Older voters are the group least likely to favor ESAs, though the margin of support is still slightly positive by +2 percentage points (45% favor vs. 43% oppose).
 - The intensity for ESAs follows pretty closely with the demographic margins of support. Most intensely favorable groups are school parents (+17 points), urbanites (+19 points), young adults (+24 points), low-income earners (+19 points), African Americans (+22 points), and Latinos (+37 points). Republicans, Seniors, and Whites generated net-negative intensities (-1 point, -9 points, and -1 point, respectively).
 - We observe an eight point decrease in support for ESAs since last year (2013: 64% favor). Opposition has increased by nine points (2013: 25% oppose).
- ▶ **Americans are more likely to vote for a pro-ESA candidate, rather than oppose one (27% “more likely” vs. 19% “less likely”). About half of respondents (51%) reported that ESAs make no difference to their vote.**
- Certain demographic groups stand out. More than one-third of young adults (35%) indicated that a pro-ESA stance would make them “more likely” to vote for a candidate, compared to 8% saying “less likely.” Likewise, Latinos appear to be positively influenced by a pro-ESA position – 41% said “more likely” versus 5% saying “less likely.” Seniors are the only observed demographic that suggests being slightly turned off by a pro-ESA candidate (20% more likely vs. 24% less likely).

► **Americans correctly perceive Republicans and Democrats to be very close in their support for ESAs.**

- In one split sample, respondents were asked to what extent Democrats favor or oppose ESAs. Conversely, the other split sample was asked how they think Republicans view ESAs.
- When considering only the respondents willing to give their partisan impressions and opinions toward ESAs, Americans are fairly close in matching perceived stances to actual ones of Republicans (61% actual vs. 62% perceived) and Democrats (59% actual vs. 55% perceived).
- Approximately 45% of Split A did not give an impression of Democratic favorability/opposition. Two out of five respondents (41%) did not estimate the Democratic position toward ESAs.

Tax-Credit Scholarships

► **Nearly two-thirds of Americans support a school choice policy that funds “tax-credit scholarships.” The percentage of those who favor (64%) is much greater than the proportion of voters who say they oppose this type of reform (25%).**

- The margin of support is very large (+39 points). Likewise, Americans are more likely to be intensely favorable toward tax-credit scholarships (27% “strongly favor” vs. 14% “strongly oppose” = +13 points).
- A few contrasts stand out when comparing demographic groups. Those living in urban and small-town areas (68% and 66%, respectively) are significantly more likely to favor tax-credit scholarships than counterparts in rural communities (56%). Young Americans (74%) and those who are middle-age (66%) are significantly more likely to support this kind of policy than Seniors (53%). Latinos (80%) respond much more favorably than Whites (61%).

- The demographic groups most likely to support tax-credit scholarships are young adults (margin = +60 points), African Americans (margin = +52 points), and Latinos (margin = +63 points).
- The intensity for tax-credit scholarships has some range. Urbanites (+24 points), young adults (+21 points), African Americans (+33 points), and Latinos (+27 points) are most strongly positive. Those who live in rural areas (+6 points) and Seniors (+4 points) express the mildest intensity toward tax-credit scholarships.
- The response to this question did not significantly change from last year (2013: 66% favor, 24% oppose).

Standardized Testing

- ▶ **More than two out of five Americans (42%) believed students spend at least 16 days or more of the school year – roughly 10% of the year – on standardized testing activities.**
 - This response – 16 or more school days – is even higher among school parents (51%), middle-age Americans (50%), and high-income earners (53%).
- ▶ **A plurality of Americans (36%) said the amount of time spent on standardized testing is “too high,” compared with 24% who said “too low.”**
 - More than four out of 10 school parents (44%) said the amount of time spent on standardized testing is “too high.” This sentiment is twice as high as the proportion of school parents that said “too low” (22%).
 - Nearly half of high-income earners believe there is too much time spent on testing in America’s schools (49% too high vs. 15% too low). This group registers the highest level of resistance among observed demographics.
 - The groups inclined to say there is not enough standardized testing are: low-income earners (24% too high vs. 31% too low), African Americans (21% too high vs. 34% too low), and Latinos (28% too high vs. 35% too low).

- The most ambivalent groups are Westerners (31% too high vs. 28% too low), urbanites (31% too high vs. 28% too low), and young adults (31% too high vs. 29% too low).
- ▶ **Nearly three-fourths of Americans (73%) said they believe teachers are held accountable to standardized testing.**
 - Solid majorities also believe other groups are directly accountable to student assessments and testing: school district officials (66%), principals (63%), and students (57%).
- ▶ **Sizeable majorities are also inclined to say teachers (62%) and students (59%) should be held accountable to standardized testing.**
 - Slightly smaller proportions, about half, said school district officials (53%) and principals (50%) should be held accountable for test results.

Academic Standards and the Common Core

- ▶ **A plurality of Americans want teachers (29%) making final decisions when it comes to *developing academic standards*.**
 - School district officials (23%) and parents (19%) also garnered relatively substantial support for their role shaping academic standards.
 - Respondents were less inclined to say state government officials (11%), federal government officials (8%), or principals (6%) should play key roles in developing standards.
- ▶ **A plurality of Americans want school district officials (28%) making final decisions when it comes to *implementing standards*.**
 - Teachers (23%) also received solid backing for their role in implementation.

- Americans appear less likely to say parents (15%), state government officials (13%), federal government officials (9%), or principals (8%) should play key roles in implementing standards.
- ▶ **Half of Americans (50%) said they support the Common Core State Standards (Common Core) compared with 41% who said they oppose this approach to developing and implementing state-level academic standards.**
- However, the message on Common Core appears to be the opposite on the baseline question. Without any context or definition, 39% of Americans oppose Common Core, whereas the proportion supporting is slightly smaller (34%). The protocol used for this set of Common Core questions is parallel to what had been used for the voucher and charter school question sets.
 - In the second/follow-up question – providing additional context to the purpose and origins of the Common Core – respondents increase their support by 16 points to 50%, and opposition increased just two points to 41%.
 - The survey interviews produce mixed signals on Common Core. The margin of support (+9 points) is nearly three times the national sample’s margin of error. However, the intensity runs negative against Common Core (even with context): 25% say they “strongly oppose” versus 16% who say they “strongly favor” (-9 points).
 - We estimate one-quarter of respondents (27%) were initially unfamiliar with Common Core. The proportion of “don’t know” responses shrinks by 18 points down to 9% when comparing the paired baseline and context items.
 - Certain demographic groups set themselves apart either in their support or opposition to Common Core. Groups most inclined to be supportive and have the highest positive margins are: Midwesterners (56% favor | +21 points), urbanites (60% favor | +26 points), Democrats (58% favor | +26 points), and African Americans (57% favor | +22 points). However, the views are more negative among school parents (44% favor | -5 points) and middle-income earners (43% favor | -5 points).

- Intensities are more heavily negative than positive for most groups. Just four observed demographics have a positive intensity, and relatively mild: urbanites (+6 points), Democrats (+4 points), African American (+6 points), and Latinos (+3 points).
 - Intensity against Common Core is strongest among: school parents (-21 points), small-town residents (-16 points), rural residents (-18 points), Republicans (-17 points), and middle-income earners (-17 points).
- ▶ **Americans are less likely to vote for a pro-Common Core candidate, rather than support one (16% “more likely” vs. 24% “less likely”). A majority of respondents (56%) said Common Core did not make a difference for their electoral preference.**
- Common Core is a marginally positive influence among urbanites (18% more likely vs. 17% less likely), Democrats (19% more likely vs. 18% less likely), and African Americans (18% more likely vs. 17% less likely).
 - The issue is more likely to negatively influence the voting behavior of Republicans (12% more likely vs. 25% less likely) and Independents (19% more likely vs. 31% less likely).

Common Core “Champions” and “Dissidents”

- ▶ **Who are the Common Core’s most ardent supporters and fervent detractors (labeled hereafter as “Champions” and “Dissidents”)?**
- Champions are disproportionately more likely to be urban, Democrat, low-income earners, and African American, compared to Dissidents.
 - Dissidents are more likely to be a school parent, Independent, middle-income earner, and live in suburban and small-town communities, when compared to Champions.

▶ **By a wide difference, Common Core Dissidents are much more likely to say K-12 education has gotten off on the “wrong track” (80%), compared with about two-fifths of Champions (43%).**

- Nearly half of the Champions (47%) say American K-12 education is going in the right direction. This finding is in stark contrast to the much smaller proportion of Dissidents (16%) giving that assessment.

▶ **Common Core’s Champions and Dissidents have strikingly divergent views on the performance of the federal government in K-12 education.**

- Just over half of the Champions (51%) give fair/poor ratings to the federal government. By contrast, nearly nine out of 10 Dissidents (89%) give similar negative ratings.
- Conversely, 9% of Dissidents give good/excellent ratings to the federal government. Approximately 43% of Champions rated the federal government positively.

▶ **Majorities of both Champions and Dissidents support school choice policies such as school vouchers (66% and 63%, respectively), charter schools (64% and 67%), ESAs (60% and 53%), and tax-credit scholarships (72% and 57%).**

- When looking at the groups’ margins for those types of school choice policies, it is clear Champions and Dissidents are about equally likely to support school vouchers (+34 points vs. +28 points, respectively) and charter schools (+37 points vs. +40 points, respectively).
- Champions (+32 points) appear relatively more likely to favor ESAs than Dissidents (+14 points). Likewise, the former (+53 points) is more likely to support tax-credit scholarships than the latter (+24 points).

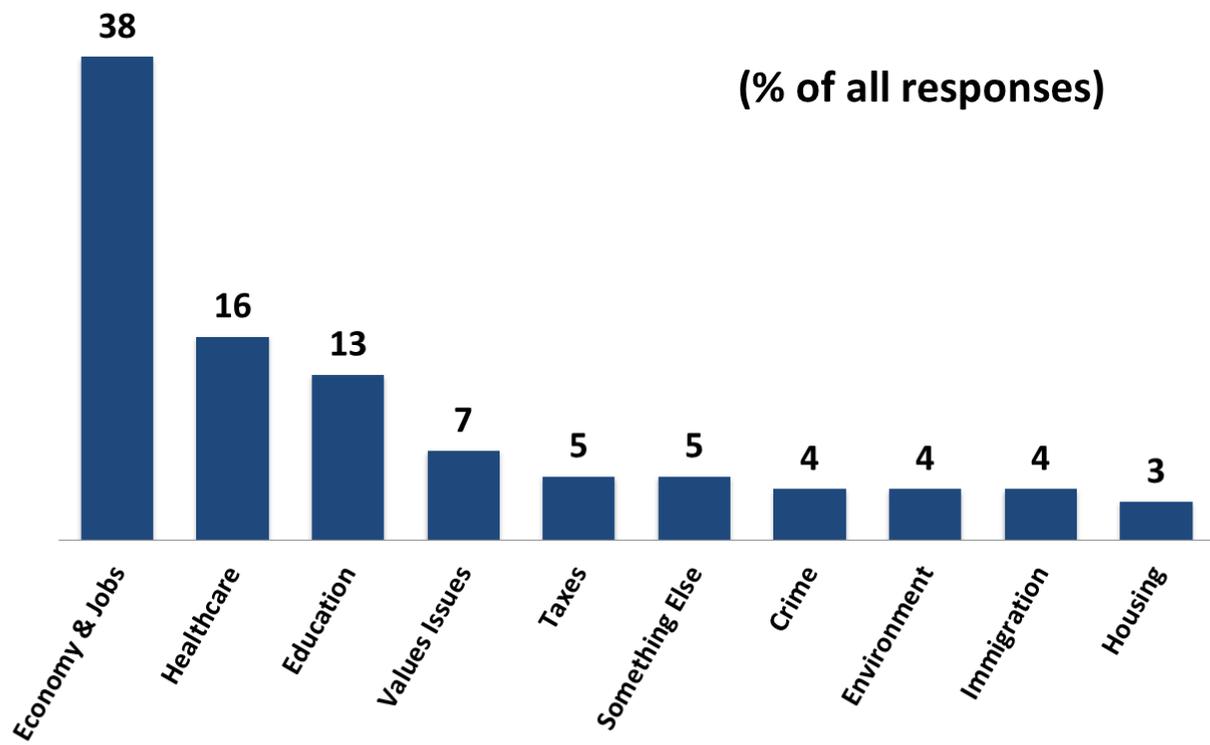
► **Champions and Dissidents express very different opinions about standardized testing.**

- Dissidents are much more likely to say the amount of time spent on testing is “too high” (61%) compared with Champions (19%).
- Champions are more likely to say the amount of time spent on testing is “too low” (27%) compared with Dissidents (16%). The former is also more than twice as likely to say the amount of testing today is “about right.”



Survey Snapshots

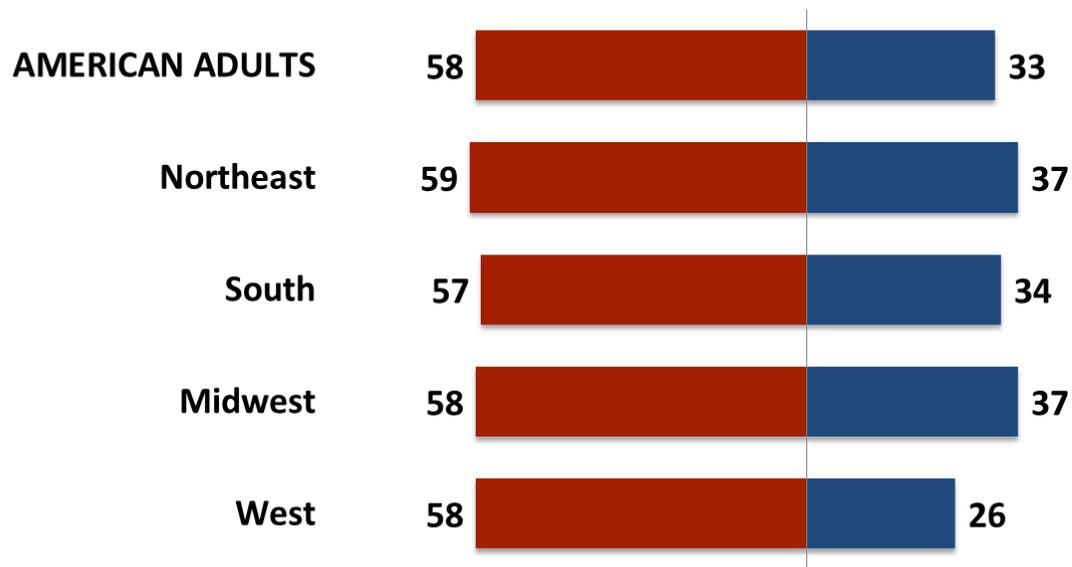
Q1. Which of the following do you see as the most important issue facing the country right now?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q1.

Q3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

Wrong Track **Right Direction**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q3.

Q3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Margin	N=
AMERICAN ADULTS	33	58	- 25	1,007
Northeast	37	59	- 22	192
South	34	57	- 23	358
Midwest	37	58	- 21	220
West	26	58	- 32	237
School Parent	40	54	- 14	289
Non-Schooler	30	60	- 30	716
COMMUNITY				
Urban	34	51	- 17	199
Suburban	37	56	- 19	335
Small Town	31	63	- 32	251
Rural	30	63	- 33	212
PARTY ID				
Democrat	41	50	- 9	302
Republican	29	64	- 35	259
Independent	33	58	- 25	309
AGE GROUP				
18 to 34	43	48	- 5	210
35 to 54	31	62	- 31	344
55 & Over	27	63	- 36	404
HOUSEHOLD INCOME				
Under \$40,000	40	50	- 10	303
\$40,000 to \$79,999	28	65	- 37	289
\$80,000 & Over	32	61	- 29	326
RACE/ETHNICITY				
Black	46	52	- 6	106
Hispanic	38	50	- 12	80
White	31	61	- 30	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, *2014 Schooling in America Survey*, Q3.

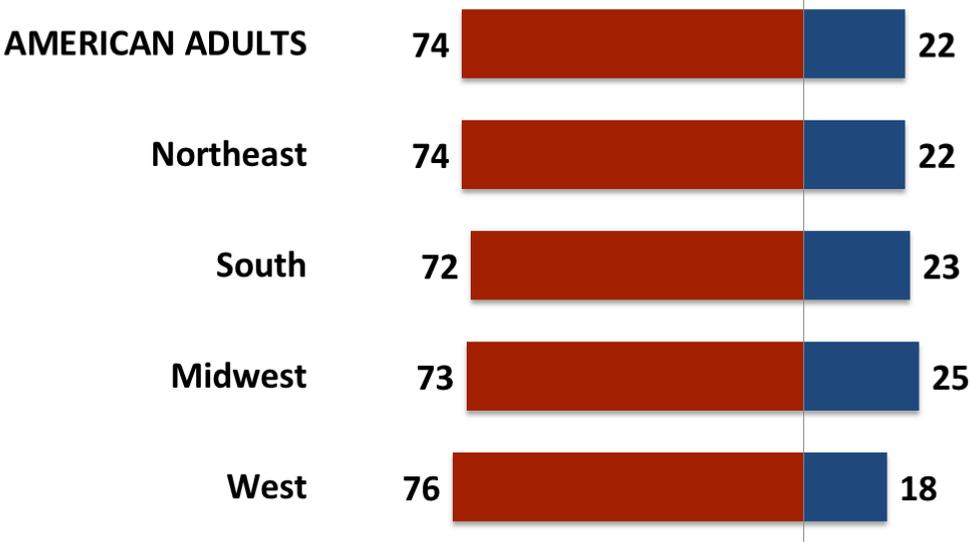
In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %		'13 to '14 Change	Wrong Track %		'13 to '14 Change
	2013	2014		2013	2014	
AMERICAN ADULTS	26	33	+ 7	62	58	- 4
Northeast	32	37	+ 5	59	59	even
South	21	34	+ 13	64	57	- 7
Midwest	32	37	+ 5	60	58	- 2
West	24	26	+ 2	63	58	- 5
School Parent	29	40	+ 11	60	54	- 6
Non-Schooler	25	30	+ 5	62	60	- 2
COMMUNITY						
Urban	34	34	even	56	51	- 5
Suburban	24	37	+ 13	62	56	- 6
Small Town	27	31	+ 4	60	63	+ 3
Rural	18	30	+ 12	75	63	- 12
PARTY ID						
Democrat	28	41	+ 13	64	50	- 14
Republican	30	29	- 1	62	64	- 2
Independent	20	33	+ 13	67	58	- 9
AGE GROUP						
18 to 34	33	43	+ 10	45	48	+ 3
35 to 54	29	31	+ 2	62	62	even
55 & Over	20	27	+ 7	72	63	- 9
HOUSEHOLD INCOME						
Under \$40,000	28	40	+ 12	61	50	- 11
\$40,000 to \$79,999	25	28	+ 3	64	65	even
\$80,000 & Over	25	32	+ 7	64	61	- 3
RACE/ETHNICITY						
Black	24	46	+ 22	68	52	- 16
Hispanic	38	38	even	49	50	+ 1
White	25	31	+ 6	64	61	- 3

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q4.

Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?

	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
AMERICAN ADULTS	22	74	- 52	- 34	1,007
Northeast	22	74	- 52	- 34	192
South	23	72	- 49	- 35	358
Midwest	25	73	- 48	- 30	220
West	18	76	- 58	- 37	237
School Parent	23	74	- 51	- 36	289
Non-Schooler	22	73	- 51	- 33	716
COMMUNITY					
Urban	29	65	- 36	- 25	199
Suburban	24	73	- 49	- 35	335
Small Town	20	76	- 56	- 38	251
Rural	12	84	- 72	- 39	212
PARTY ID					
Democrat	33	65	- 32	- 19	302
Republican	12	84	- 72	- 49	259
Independent	22	72	- 50	- 34	309
AGE GROUP					
18 to 34	24	71	- 47	- 25	210
35 to 54	24	74	- 50	- 37	344
55 & Over	20	75	- 55	- 39	404
HOUSEHOLD INCOME					
Under \$40,000	27	69	- 42	- 28	303
\$40,000 to \$79,999	15	81	- 66	- 38	289
\$80,000 & Over	21	75	- 54	- 40	326
RACE/ETHNICITY					
Black	32	66	- 34	- 21	106
Hispanic	40	57	- 17	- 18	80
White	19	77	- 58	- 38	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference considers only the most hardened views behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q4.

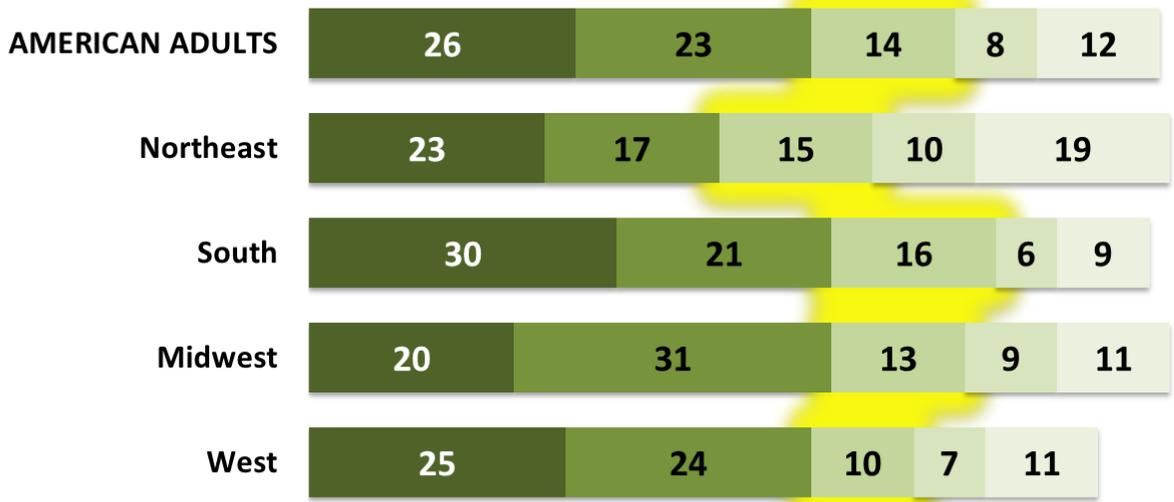
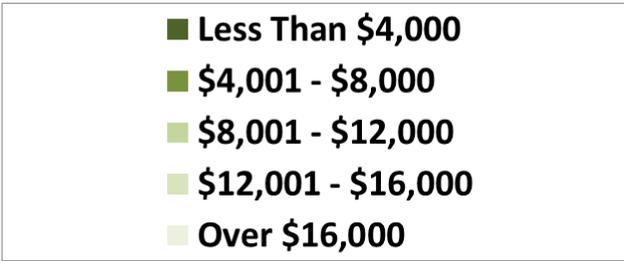
Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?

	Good/Excellent %		'13 to '14 Change	Fair/Poor %		'13 to '14 Change
	2013	2014		2013	2014	
AMERICAN ADULTS	19	22	+ 3	74	74	even
Northeast	25	22	- 3	69	74	+ 5
South	19	23	+ 4	71	72	+ 1
Midwest	18	25	+ 7	77	73	- 4
West	15	18	+ 3	80	76	- 4
School Parent	17	23	+ 6	78	74	- 4
Non-Schooler	20	22	+ 2	72	73	+ 1
COMMUNITY						
Urban	24	29	+ 5	72	65	- 7
Suburban	20	24	+ 4	71	73	+ 2
Small Town	18	20	+ 2	75	76	+ 1
Rural	14	12	- 2	81	84	+ 3
PARTY ID						
Democrat	30	33	+ 3	64	65	+ 1
Republican	9	12	+ 3	83	84	+ 1
Independent	14	22	+ 8	79	72	- 7
AGE GROUP						
18 to 34	27	24	- 3	63	71	+ 8
35 to 54	18	24	+ 6	78	74	- 4
55 & Over	15	20	+ 5	77	75	- 2
HOUSEHOLD INCOME						
Under \$40,000	24	27	+ 3	72	69	- 3
\$40,000 to \$79,999	15	15	even	76	81	+ 5
\$80,000 & Over	20	21	+ 1	74	75	+ 1
RACE/ETHNICITY						
Black	25	32	+ 7	63	66	+ 3
Hispanic	20	40	+ 20	72	57	- 15
White	17	19	+ 2	77	77	even

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

Q5. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q5.

Q6-Split A. Do you believe that public school funding in our country is at a level that is:

Q6-Split B. According to the most recent information available, in the United States \$10,658 is being spent each year per student attending public schools. Do you believe that public school funding in our country is at a level that is:

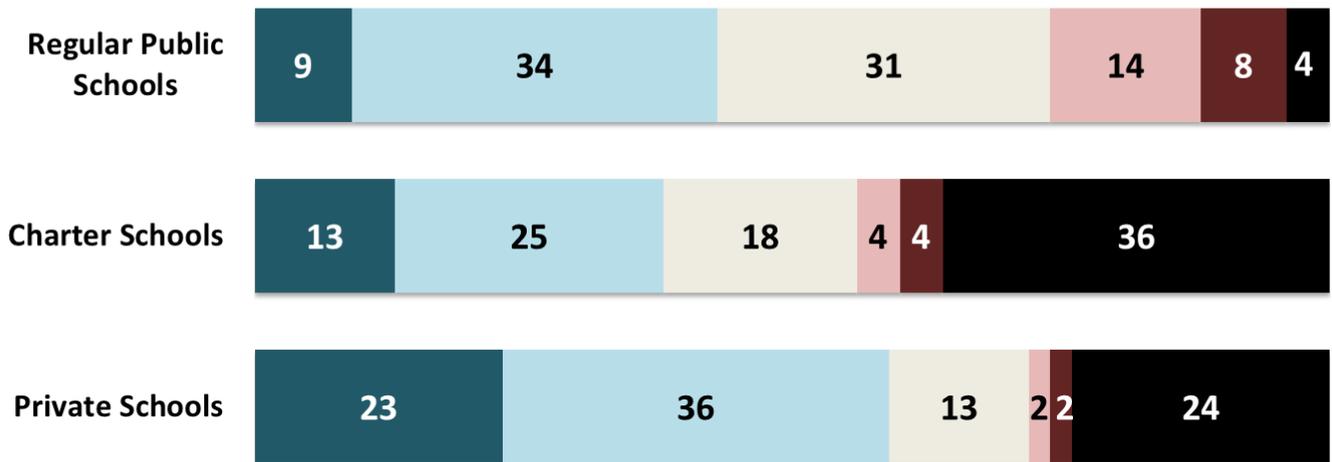


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q6A and Q6B.

Q7. In thinking about the schools in your area, what grade would you give...



(% of all responses)

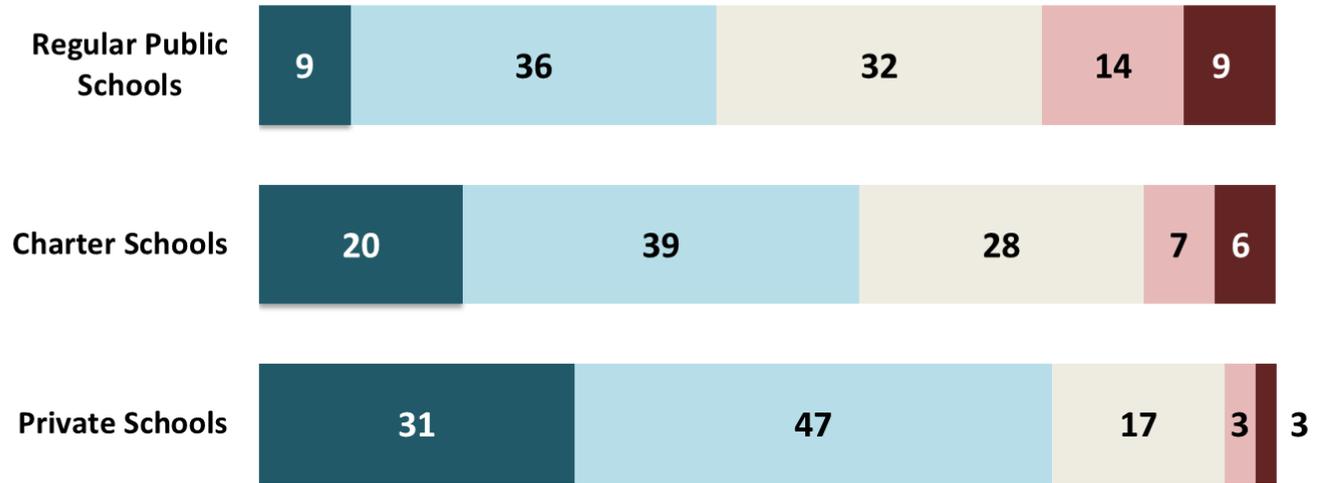


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q7.

Q7. In thinking about the schools in your area, what grade would you give...

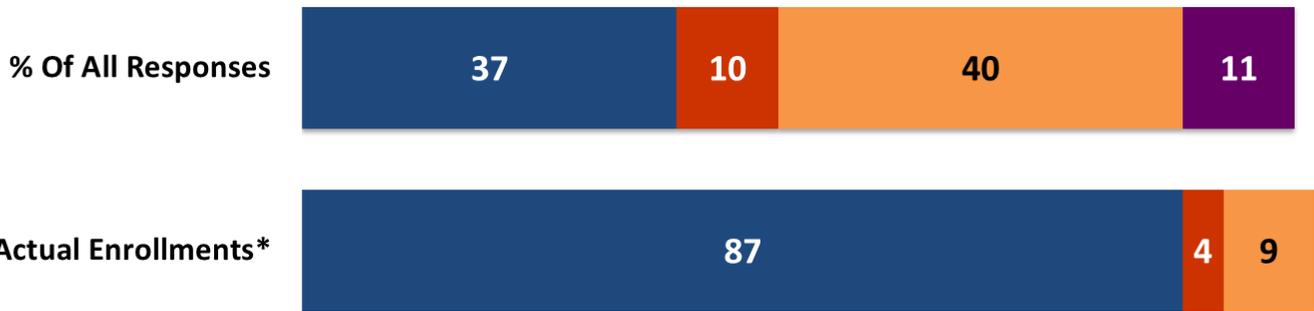
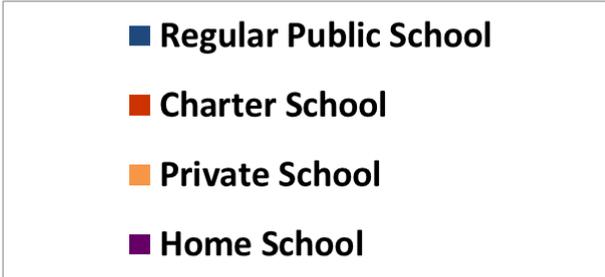


(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q7.

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?



* U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2014*. Recent homeschool data not available.

Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

	Charter School %	Home School %	Private School %	Public School %	N=
AMERICAN ADULTS	10	11	40	37	1,007
Northeast	7	9	44	36	192
South	10	13	38	38	358
Midwest	7	10	40	40	220
West	15	9	40	32	237
School Parent	9	13	40	34	289
Non-Schooler	10	9	40	38	716
COMMUNITY					
Urban	12	8	40	37	199
Suburban	8	9	44	36	335
Small Town	10	12	35	40	251
Rural	10	15	39	34	212
PARTY ID					
Democrat	8	7	39	44	302
Republican	10	9	46	30	259
Independent	10	11	43	34	309
AGE GROUP					
18 to 34	9	16	33	39	210
35 to 54	10	10	42	36	344
55 & Over	11	7	44	36	404
HOUSEHOLD INCOME					
Under \$40,000	12	15	35	36	303
\$40,000 to \$79,999	8	12	41	35	289
\$80,000 & Over	8	4	47	39	326
RACE/ETHNICITY					
Black	17	1	44	35	106
Hispanic	7	10	47	35	80
White	9	12	40	37	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q8.

Q9. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.

Top 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

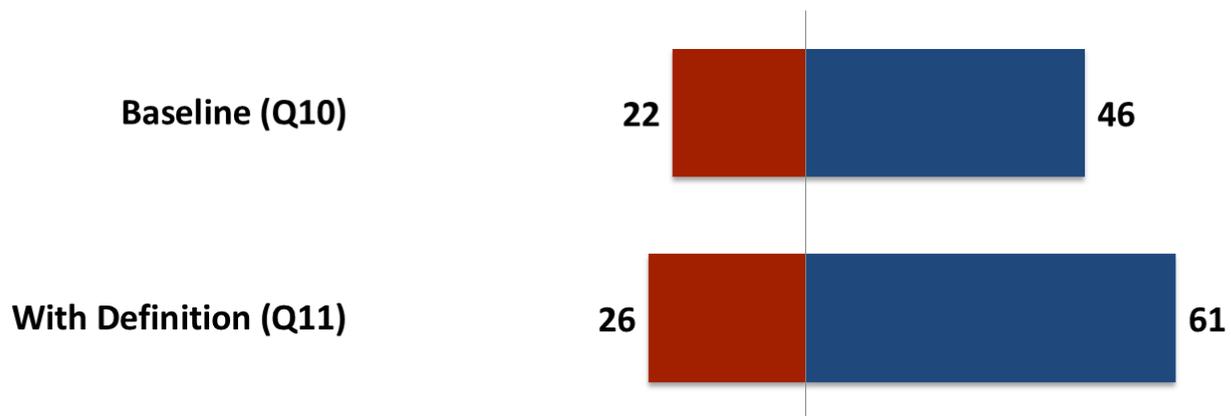
BETTER EDUCATION / QUALITY	118
INDIVIDUAL ATTENTION / ONE-ON-ONE	99
BETTER TEACHERS / TEACHERS / TEACHING	87
CLASS SIZE / STUDENT-TEACHER RATIO	69
SOCIALIZATION / PEERS / OTHER KIDS	67
ACADEMICS / CURRICULUM	65
DISCIPLINE / STRUCTURE	54
DIVERSITY / VARIETY	52
ENVIRONMENT / CULTURE / COMMUNITY	41
OUTCOMES / RESULTS / GRADUATION RATE	40

SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q9.

Q10. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

■ Oppose ■ Favor

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose “charter schools”?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q10 and Q11.

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

	Favor %	Oppose %	Margin	Intensity	N=
AMERICAN ADULTS	61	26	+ 35	+ 13	1,007
Northeast	67	21	+ 46	+ 13	192
South	63	28	+ 35	+ 15	358
Midwest	53	30	+ 23	+ 5	220
West	61	25	+ 36	+ 15	237
School Parent	65	22	+ 43	+ 16	289
Non-Schooler	59	29	+ 30	+ 10	716
COMMUNITY					
Urban	66	26	+ 40	+ 20	199
Suburban	55	30	+ 25	+ 9	335
Small Town	66	24	+ 42	+ 11	251
Rural	62	26	+ 36	+ 15	212
PARTY ID					
Democrat	53	32	+ 21	+ 8	302
Republican	69	21	+ 48	+ 20	259
Independent	64	27	+ 37	+ 12	309
AGE GROUP					
18 to 34	60	22	+ 38	+ 10	210
35 to 54	68	25	+ 43	+ 19	344
55 & Over	56	32	+ 24	+ 10	404
HOUSEHOLD INCOME					
Under \$40,000	63	23	+ 40	+ 15	303
\$40,000 to \$79,999	61	26	+ 35	+ 12	289
\$80,000 & Over	62	32	+ 30	+ 11	326
RACE/ETHNICITY					
Black	59	30	+ 29	+ 13	106
Hispanic	68	22	+ 46	+ 23	80
White	61	28	+ 33	+ 11	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2014 Schooling in America Survey*, Q11.

Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

	Favor %		'13 to '14 Change	Oppose %		'13 to '14 Change
	2013	2014		2013	2014	
AMERICAN ADULTS	60	61	+ 1	25	26	+ 1
Northeast	55	67	+ 12	28	21	- 7
South	63	63	even	25	28	+ 3
Midwest	60	53	- 7	27	30	+ 3
West	58	61	+ 3	20	25	+ 5
School Parent	65	65	even	23	22	- 1
Non-Schooler	58	59	+ 1	25	29	+ 4
COMMUNITY						
Urban	61	66	+ 5	27	26	- 1
Suburban	63	55	- 8	26	30	+ 4
Small Town	56	66	+ 10	23	24	+ 1
Rural	57	62	+ 5	26	26	even
PARTY ID						
Democrat	60	53	- 7	27	32	+ 5
Republican	63	69	+ 6	24	21	- 3
Independent	62	64	+ 2	22	27	+ 5
AGE GROUP						
18 to 34	61	60	- 1	20	22	+ 2
35 to 54	59	68	+ 9	28	25	- 3
55 & Over	60	56	- 4	25	32	+ 7
HOUSEHOLD INCOME						
Under \$40,000	63	63	even	24	23	- 1
\$40,000 to \$79,999	64	61	- 3	20	26	+ 6
\$80,000 & Over	58	62	+ 4	32	32	even
RACE/ETHNICITY						
Black	58	59	+ 1	29	30	+ 1
Hispanic	61	68	+ 7	18	22	+ 4
White	60	61	+ 1	25	28	+ 3

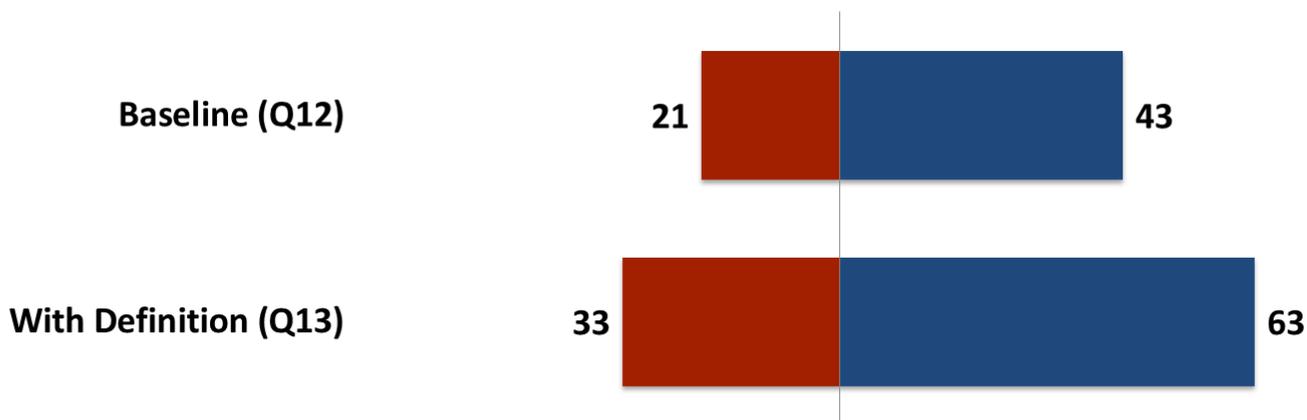
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

**Q12. Based on what you know, or have heard from others...
In general, do you favor or oppose “school vouchers”?**

■ Oppose ■ Favor

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2014 Schooling in America Survey*, Q12 and Q13.

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

	Favor %	Oppose %	Margin	Intensity	N=
AMERICAN ADULTS	63	33	+ 30	+ 15	1,007
Northeast	64	32	+ 32	+ 15	192
South	66	30	+ 36	+ 21	358
Midwest	63	34	+ 29	+ 14	220
West	56	37	+ 19	+ 6	237
School Parent	69	27	+ 42	+ 26	289
Non-Schooler	60	36	+ 24	+ 10	716
COMMUNITY					
Urban	63	35	+ 28	+ 14	199
Suburban	61	34	+ 27	+ 14	335
Small Town	66	31	+ 35	+ 18	251
Rural	64	32	+ 32	+ 13	212
PARTY ID					
Democrat	59	37	+ 22	+ 8	302
Republican	69	27	+ 42	+ 26	259
Independent	58	37	+ 21	+ 12	309
AGE GROUP					
18 to 34	69	25	+ 44	+ 25	210
35 to 54	65	33	+ 32	+ 18	344
55 & Over	56	40	+ 16	+ 3	404
HOUSEHOLD INCOME					
Under \$40,000	72	25	+ 47	+ 27	303
\$40,000 to \$79,999	59	35	+ 24	+ 7	289
\$80,000 & Over	61	38	+ 23	+ 11	326
RACE/ETHNICITY					
Black	74	24	+ 50	+ 33	106
Hispanic	72	25	+ 47	+ 35	80
White	61	35	+ 26	+ 11	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q13.

A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

	Favor %				Oppose %			
	2012	2013	2014	'13 to '14 Change	2012	2013	2014	'13 to '14 Change
AMERICAN ADULTS	56	60	63	+ 3	28	32	33	+ 1
Northeast	60	58	64	+ 6	26	31	32	+ 1
South	56	65	66	+ 1	27	28	30	+ 2
Midwest	53	66	63	- 3	29	31	34	+ 3
West	54	50	56	+ 6	28	39	37	- 2
School Parent	59	70	69	- 1	25	24	27	+ 3
Non-Schooler	55	56	60	+ 4	29	35	36	+ 1
COMMUNITY								
Urban	61	60	63	+ 3	28	31	35	+ 4
Suburban	56	56	61	+ 5	33	38	34	- 4
Small Town	51	67	66	- 1	26	23	31	+ 8
Rural	61	59	64	+ 5	22	33	32	- 1
PARTY ID								
Democrat	52	52	59	+ 7	31	38	37	- 1
Republican	63	63	69	+ 6	23	32	27	- 5
Independent	55	66	58	- 8	30	28	37	+ 9
AGE GROUP								
18 to 34	63	64	69	+ 5	22	24	25	+ 1
35 to 54	60	65	65	even	26	30	33	+ 3
55 & Over	49	55	56	+ 1	31	37	40	+ 3
HOUSEHOLD INCOME								
Under \$40,000	58	67	72	+ 5	22	23	25	+ 2
\$40,000 to \$79,999	56	63	59	- 4	27	29	35	+ 6
\$80,000 & Over	56	57	61	+ 4	36	39	38	- 1
RACE/ETHNICITY								
Black	58	65	74	+ 9	22	24	24	even
Hispanic	63	51	72	+ 21	18	36	25	- 11
White	54	61	61	even	31	32	35	+ 3

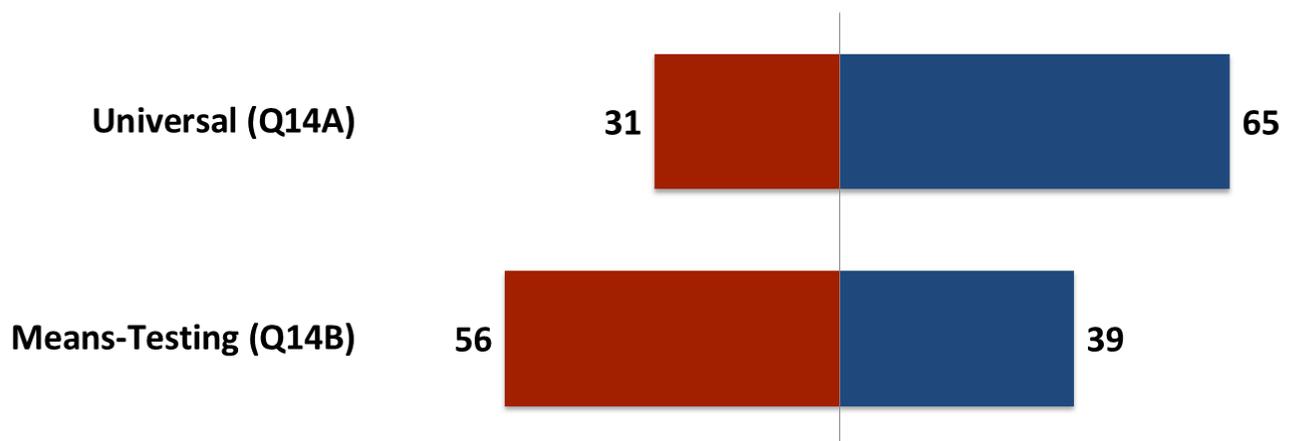
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

Q14-Split A. Some people believe that school vouchers *should be available to all families, regardless of incomes and special needs*. Do you agree or disagree with that statement?

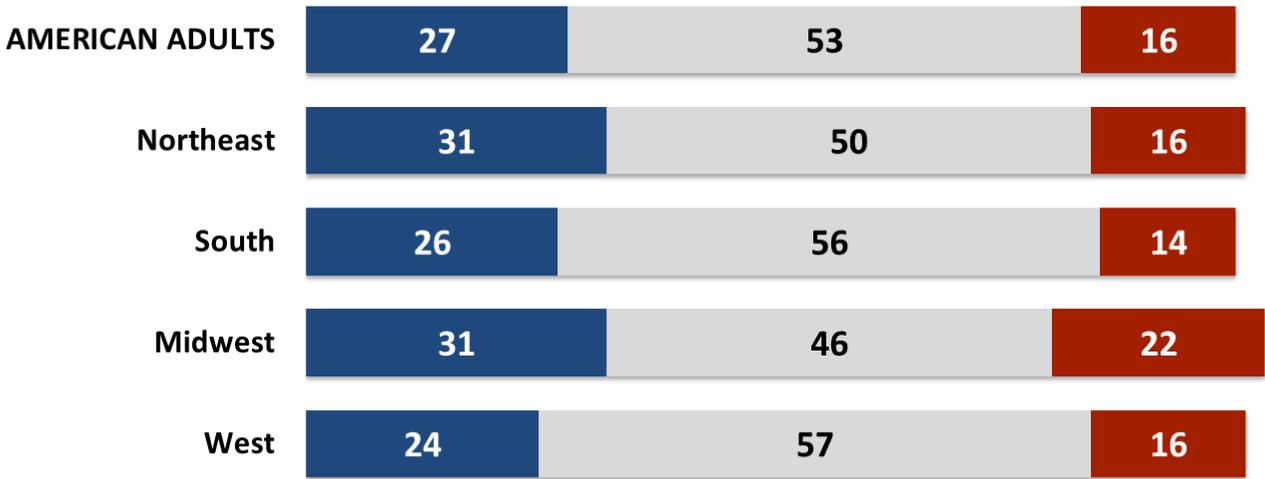
■ Disagree ■ Agree

Q14-Split B. Some people believe that school vouchers *should only be available to families based on financial need*. Do you agree or disagree with that statement?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q14 A and Q14B.

Q15. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports school vouchers, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

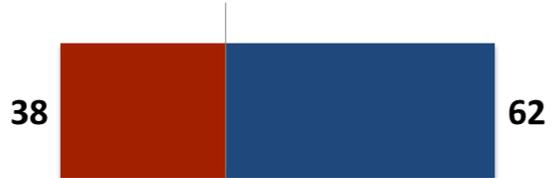


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q15.

Q16-Split A. Based on your best observation or guess, to what extent does the Republican Party favor or oppose school vouchers?



Perception of Republicans (Q16A)
(% of responses giving impressions)



Actual Republican Response (Q13)
(% of responses giving opinions)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q13 and Q16A.

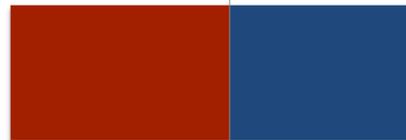
Q16-Split B. Based on your best observation or guess, to what extent does the Democratic Party favor or oppose school vouchers?



Perception of Democrats (Q16B)

(% of responses giving impressions)

54



46

Actual Democrat Response (Q13)

(% of responses giving opinions)

39

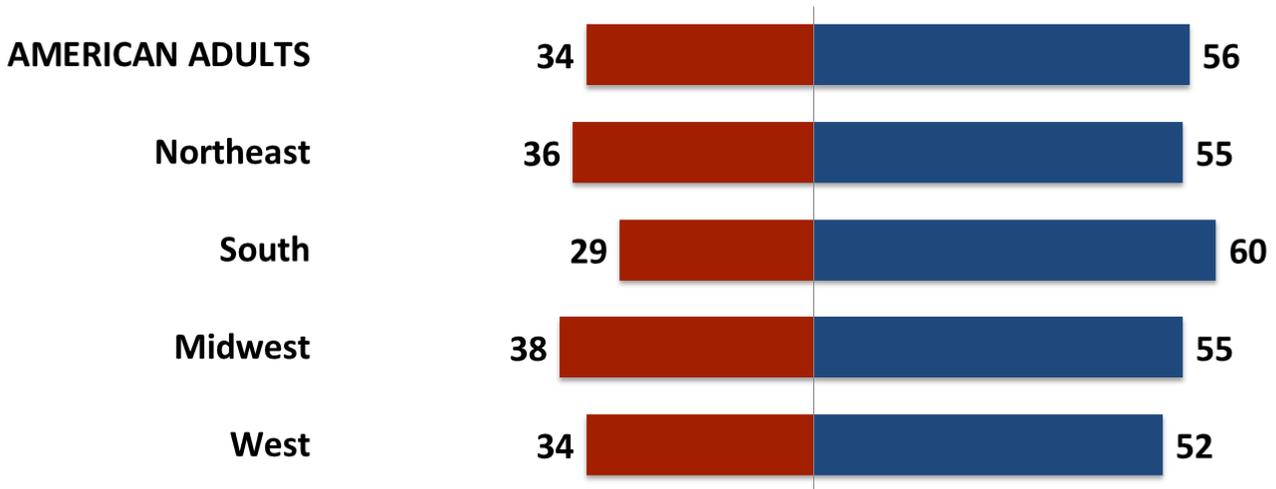


61

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q13 and Q16A.

Q17. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring, or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

■ Oppose ■ Favor



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q17.

Q17. An "education savings account," - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %	Oppose %	Margin	Intensity	N=
AMERICAN ADULTS	56	34	+ 22	+ 6	1,007
Northeast	55	36	+ 19	+ 3	192
South	60	29	+ 31	+ 11	358
Midwest	55	38	+ 17	+ 4	220
West	52	34	+ 18	+ 2	237
School Parent	62	29	+ 33	+ 17	289
Non-Schooler	53	36	+ 17	+ 1	716
COMMUNITY					
Urban	66	26	+ 40	+ 19	199
Suburban	52	36	+ 16	+ 1	335
Small Town	58	32	+ 26	+ 6	251
Rural	51	41	+ 10	even	212
PARTY ID					
Democrat	51	35	+ 16	+ 6	302
Republican	56	36	+ 20	- 1	259
Independent	59	32	+ 27	+ 9	309
AGE GROUP					
18 to 34	68	22	+ 46	+ 24	210
35 to 54	57	34	+ 23	+ 5	344
55 & Over	45	43	+ 2	- 9	404
HOUSEHOLD INCOME					
Under \$40,000	64	27	+ 37	+ 19	303
\$40,000 to \$79,999	51	38	+ 13	even	289
\$80,000 & Over	56	36	+ 20	- 1	326
RACE/ETHNICITY					
Black	68	27	+ 41	+ 22	106
Hispanic	68	19	+ 49	+ 38	80
White	53	37	+ 16	even	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q17.

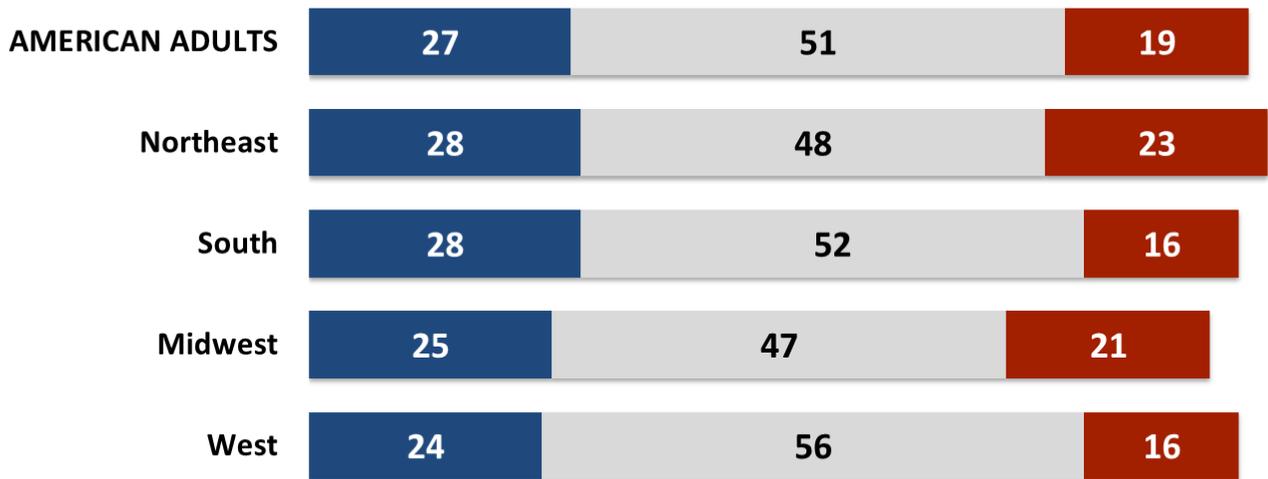
An "education savings account," - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %		'13 to '14	Oppose %		'13 to '14
	2013	2014	Change	2013	2014	Change
AMERICAN ADULTS	64	56	- 8	25	34	+ 9
Northeast	71	55	- 16	18	36	+ 18
South	64	60	- 4	23	29	+ 6
Midwest	69	55	- 14	24	38	+ 14
West	55	52	- 3	34	34	even
School Parent	70	62	- 8	24	29	+ 5
Non-Schooler	62	53	- 9	25	36	+ 11
COMMUNITY						
Urban	57	66	+ 9	30	26	- 4
Suburban	68	52	- 16	23	36	+ 13
Small Town	68	58	- 10	24	32	+ 8
Rural	62	51	- 11	24	41	+ 17
PARTY ID						
Democrat	64	51	- 13	27	35	+ 8
Republican	62	56	- 6	24	36	+ 12
Independent	65	59	- 6	23	32	+ 9
AGE GROUP						
18 to 34	74	68	- 6	16	22	+ 6
35 to 54	66	57	- 9	25	34	+ 9
55 & Over	57	45	- 12	29	43	+ 14
HOUSEHOLD INCOME						
Under \$40,000	64	64	even	28	27	- 1
\$40,000 to \$79,999	64	51	- 13	24	38	+ 14
\$80,000 & Over	70	56	- 14	24	36	+ 12
RACE/ETHNICITY						
Black	63	68	+ 5	24	27	+ 3
Hispanic	63	68	+ 5	18	19	+ 1
White	63	53	- 10	28	37	+ 9

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

Q18. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q18.

Q19-Split A. Based on your best observation or guess, to what extent does the Democratic Party favor or oppose education savings accounts?



Perception of Democrats (Q19A)
(% of responses giving impressions)



Actual Democrat Response (Q17)
(% of responses giving opinions)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q17 and Q19A.

Q19-Split B. Based on your best observation or guess, to what extent does the Republican Party favor or oppose education savings accounts?



Perception of Republicans (Q19B)

(% of responses giving impressions)



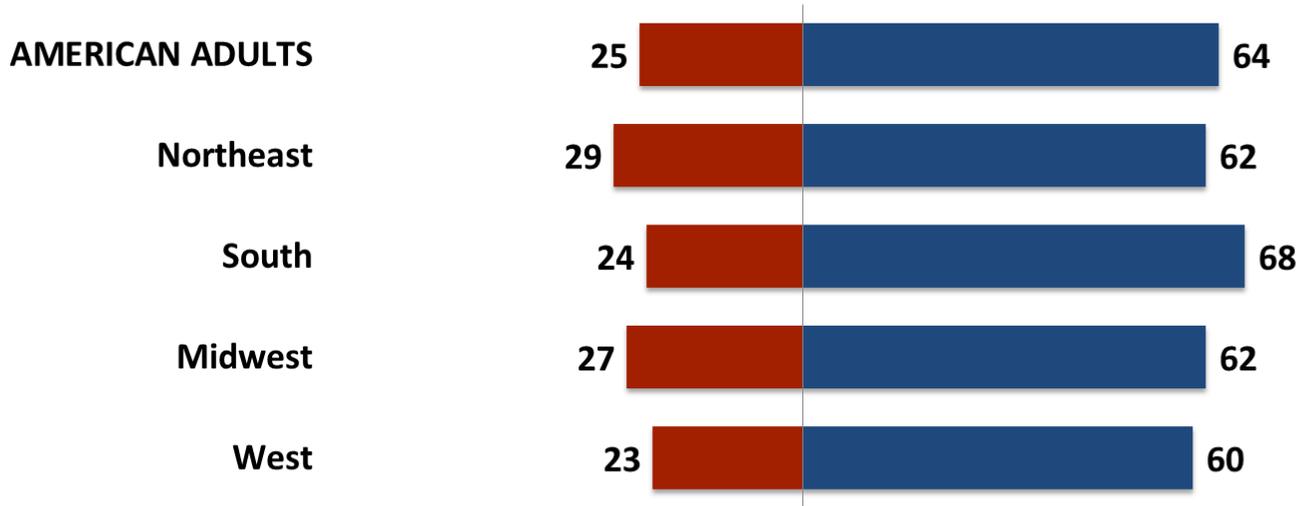
Actual Republican Response (Q17)

(% of responses giving opinions)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q17 and Q19B.

Q20. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q20.

Q20. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

	Favor %	Oppose %	Margin	Intensity	N=
AMERICAN ADULTS	64	25	+ 39	+ 13	1,007
Northeast	62	29	+ 33	+ 14	192
South	68	24	+ 44	+ 15	358
Midwest	62	27	+ 35	+ 11	220
West	60	23	+ 37	+ 11	237
School Parent	67	23	+ 44	+ 18	289
Non-Schooler	62	26	+ 36	+ 11	716
COMMUNITY					
Urban	68	22	+ 46	+ 24	199
Suburban	64	24	+ 40	+ 14	335
Small Town	66	27	+ 39	+ 7	251
Rural	56	30	+ 26	+ 6	212
PARTY ID					
Democrat	60	26	+ 34	+ 11	302
Republican	63	27	+ 36	+ 9	259
Independent	66	24	+ 42	+ 16	309
AGE GROUP					
18 to 34	74	14	+ 60	+ 21	210
35 to 54	66	27	+ 39	+ 15	344
55 & Over	53	33	+ 20	+ 4	404
HOUSEHOLD INCOME					
Under \$40,000	67	23	+ 44	+ 16	303
\$40,000 to \$79,999	65	26	+ 39	+ 12	289
\$80,000 & Over	61	29	+ 32	+ 11	326
RACE/ETHNICITY					
Black	72	20	+ 52	+ 33	106
Hispanic	80	17	+ 63	+ 27	80
White	61	28	+ 33	+ 8	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2014 Schooling in America Survey , Q20.

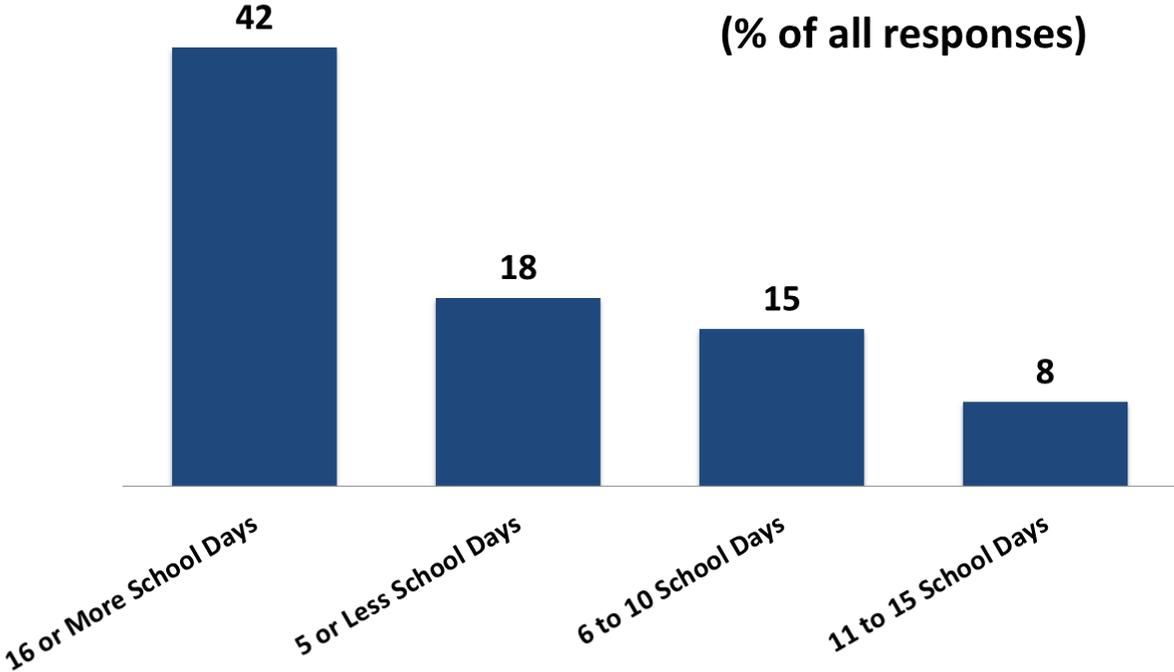
A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

	Favor %		'13 to '14 Change	Oppose %		'13 to '14 Change
	2013	2014		2013	2014	
AMERICAN ADULTS	66	64	- 2	24	25	+ 1
Northeast	66	62	- 4	27	29	+ 2
South	66	68	+ 2	22	24	+ 2
Midwest	70	62	- 8	23	27	+ 4
West	64	60	- 4	27	23	- 4
School Parent	71	67	- 4	22	23	+ 1
Non-Schooler	64	62	- 2	26	26	even
COMMUNITY						
Urban	65	68	+ 3	28	22	- 6
Suburban	66	64	- 2	26	24	- 2
Small Town	68	66	- 2	21	27	+ 6
Rural	68	56	- 12	23	30	+ 7
PARTY ID						
Democrat	62	60	- 2	32	26	- 6
Republican	68	63	- 5	21	27	+ 6
Independent	72	66	- 6	20	24	+ 4
AGE GROUP						
18 to 34	63	74	+ 11	24	14	- 10
35 to 54	69	66	- 3	20	27	+ 7
55 & Over	66	53	- 13	28	33	+ 5
HOUSEHOLD INCOME						
Under \$40,000	70	67	- 3	22	23	+ 1
\$40,000 to \$79,999	72	65	- 7	20	26	+ 6
\$80,000 & Over	61	61	even	35	29	- 6
RACE/ETHNICITY						
Black	72	72	even	22	20	- 2
Hispanic	64	80	+ 16	28	17	- 11
White	65	61	- 4	24	28	+ 4

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes, which have higher margins of error.

SOURCE: Friedman Foundation for Educational Choice

Q21. How much time do you think a typical American student spends in a school year on preparing for standardized tests and taking these tests? Your estimate, in school days, will reflect total time for the state test and any additional standardized tests administered by the district or school.



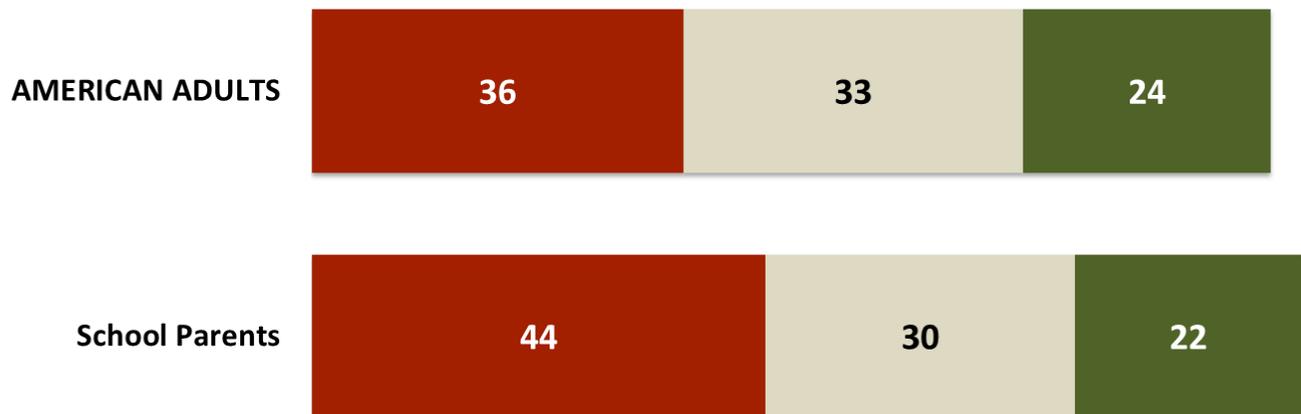
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q21.

Q22. Do you believe the amount of time spent on standardized testing in American schools is... ?

■ Too High

■ About Right

■ Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q22.

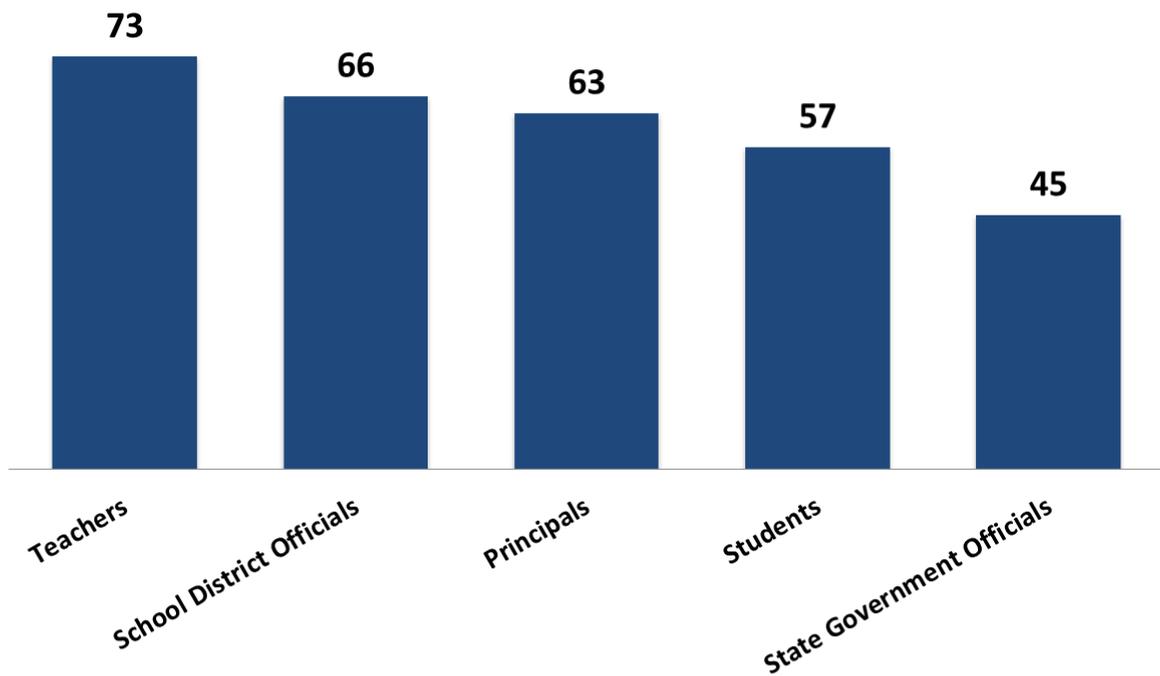
Q22. Do you believe the amount of time spent on standardized testing in American schools is... ?

	Too High %	About Right %	Too Low %	N=
AMERICAN ADULTS	36	33	24	1,007
Northeast	40	32	24	192
South	40	33	22	358
Midwest	33	37	22	220
West	31	29	28	237
School Parent	44	30	22	289
Non-Schooler	33	34	25	716
COMMUNITY				
Urban	31	37	28	199
Suburban	40	28	26	335
Small Town	35	39	20	251
Rural	40	31	19	212
PARTY ID				
Democrat	36	37	21	302
Republican	40	32	20	259
Independent	36	35	24	309
AGE GROUP				
18 to 34	31	34	29	210
35 to 54	41	30	25	344
55 & Over	35	36	17	404
HOUSEHOLD INCOME				
Under \$40,000	24	39	31	303
\$40,000 to \$79,999	42	30	21	289
\$80,000 & Over	49	30	15	326
RACE/ETHNICITY				
Black	21	38	34	106
Hispanic	28	34	35	80
White	41	32	20	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

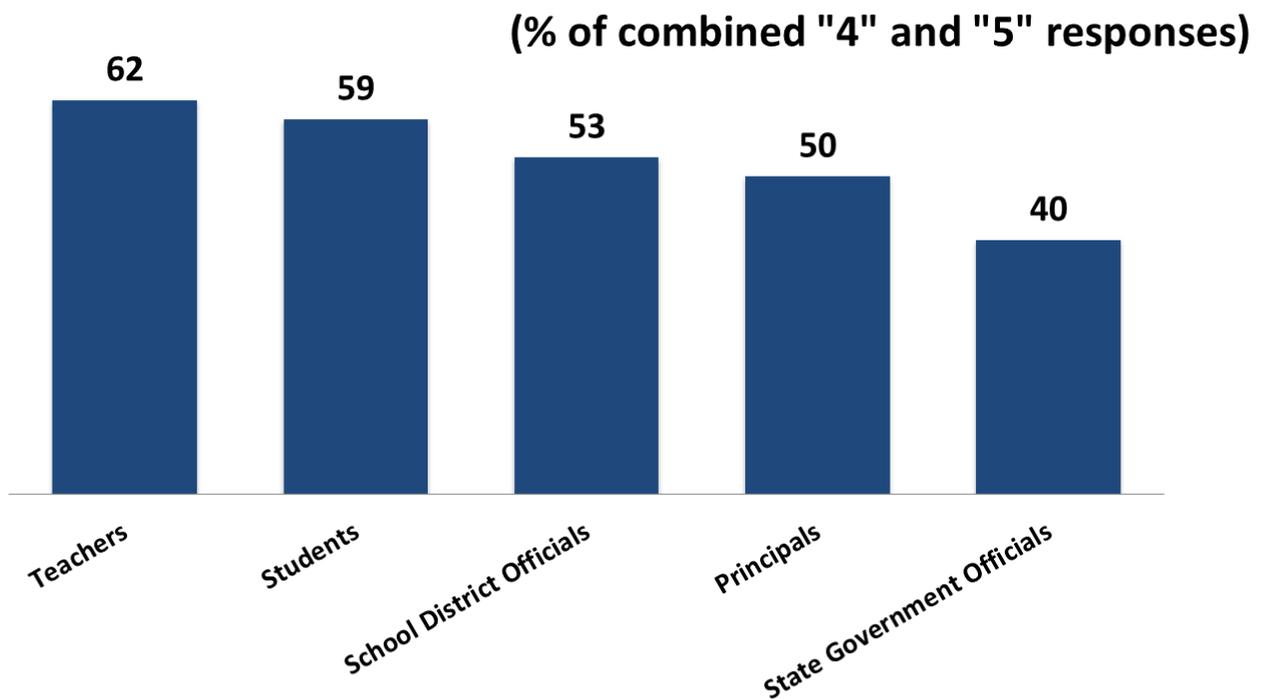
SOURCE: Friedman Foundation for Educational Choice, 2014 *Schooling in America Survey*, Q22.

Q23-Split A. To the best of your knowledge, who do you think IS held accountable for standardized test results under current education policies?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q23A.

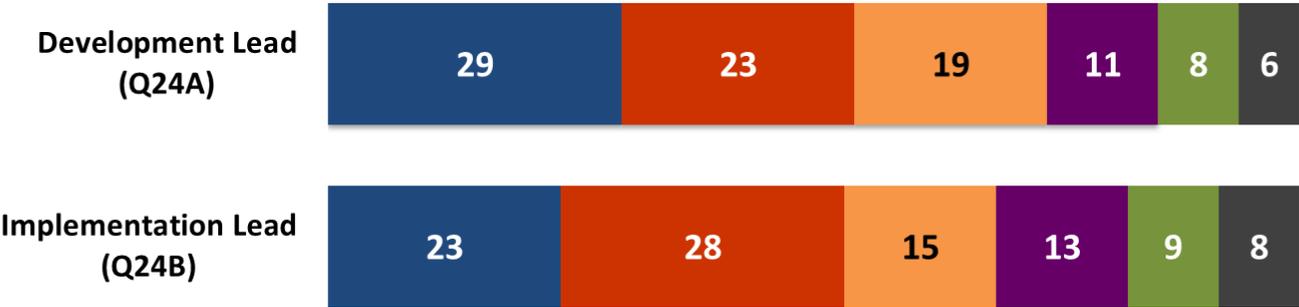
Q23-Split B. Now we would like to know who you think SHOULD BE held accountable for standardized test results. On a scale from 1 to 5, please indicate the degree of accountability – tied to standardized test results – for each one of the following?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q23B.

Q24-Split A. Who do you think should make final decisions when it comes to developing academic standards?

Q24-Split B. Who do you think should make final decisions when it comes to implementing academic standards?

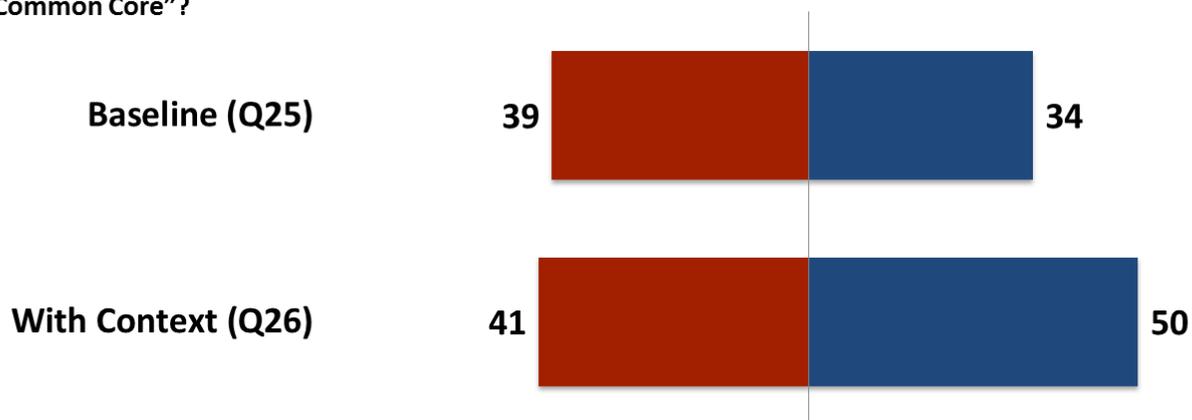


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q24A and Q24B.

**Q25. Based on what you know, or have heard from others...
In general, do you favor or oppose the “Common Core State Standards” in K-12 education?**

■ Oppose ■ Favor

Q26. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the “Common Core”?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2014 Schooling in America Survey*, Q25 and Q26.

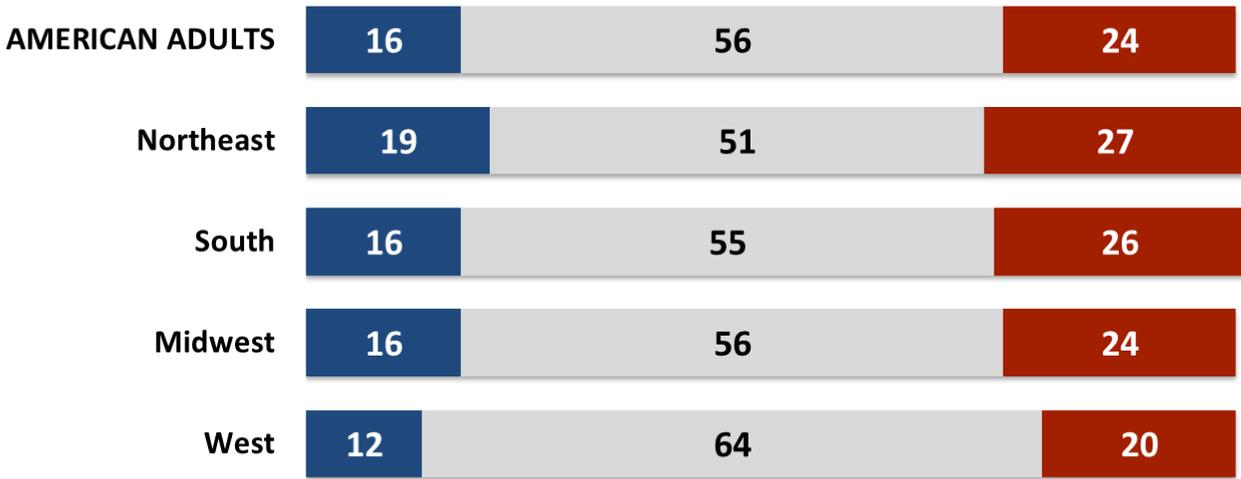
Q26. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the “Common Core”?

	Favor %	Oppose %	Margin	Intensity	N=
AMERICAN ADULTS	50	41	+ 9	- 9	1,007
Northeast	49	45	+ 4	- 12	192
South	48	43	+ 5	- 11	358
Midwest	56	35	+ 21	- 3	220
West	47	41	+ 6	- 9	237
School Parent	44	49	- 5	- 21	289
Non-Schooler	52	38	+ 14	- 4	716
COMMUNITY					
Urban	60	34	+ 26	+ 6	199
Suburban	46	43	+ 3	- 10	335
Small Town	47	45	+ 2	- 16	251
Rural	49	42	+ 7	- 18	212
PARTY ID					
Democrat	58	32	+ 26	+ 4	302
Republican	48	43	+ 5	- 17	259
Independent	47	46	+ 1	- 9	309
AGE GROUP					
18 to 34	51	37	+ 14	- 3	210
35 to 54	50	45	+ 5	- 13	344
55 & Over	49	40	+ 9	- 9	404
HOUSEHOLD INCOME					
Under \$40,000	55	38	+ 17	even	303
\$40,000 to \$79,999	43	48	- 5	- 17	289
\$80,000 & Over	54	40	+ 14	- 10	326
RACE/ETHNICITY					
Black	57	35	+ 22	+ 6	106
Hispanic	52	38	+ 14	+ 3	80
White	49	42	+ 7	- 11	753

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2014 Schooling in America Survey, Q26.

Q27. Thinking ahead to the next election, if a candidate for Governor, State Senator or Representative supports the Common Core, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q27.



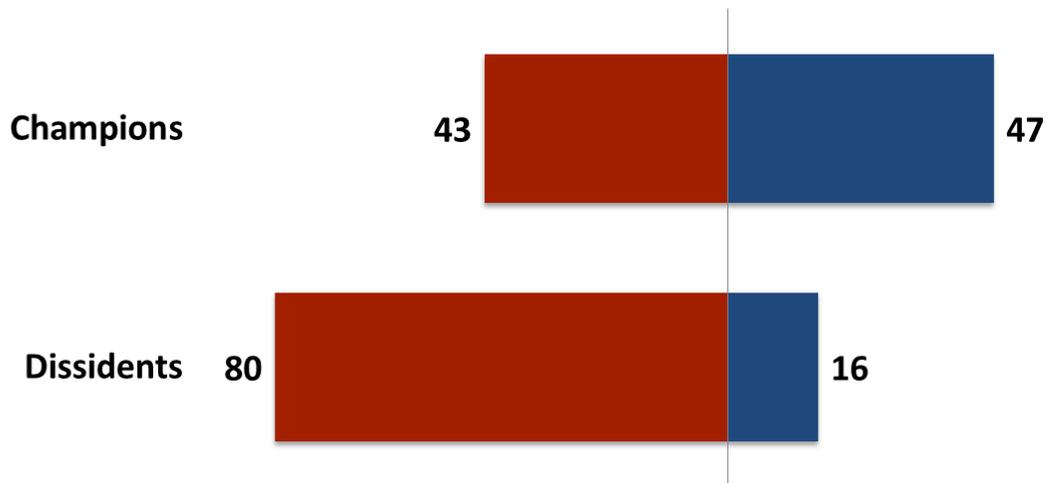
**Common Core
Battleground:
Comparing Champions
and Dissidents**

Demographic (%) of Common Core "Champions" / "Dissidents"

	Champions (n=153)	Dissidents (n=268)
Northeast	20	22
South	36	39
Midwest	26	20
West	19	20
School Parent	25	42
Democrat	38	19
Republican	18	28
Independent	35	33
Urban	36	17
Suburban	30	33
Small Town	21	28
Rural	13	22
18 to 34	26	21
35 to 54	38	42
55 & Over	33	33
Black	18	8
Hispanic	17	10
White	72	78
< HS	6	2
HS Graduate	20	19
Some Postsecondary	31	30
≥ College Graduate	42	47
Under \$40,000	43	27
\$40,000 to \$79,999	21	33
\$80,000 or more	30	30
Male	47	52
Female	53	49

Q3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

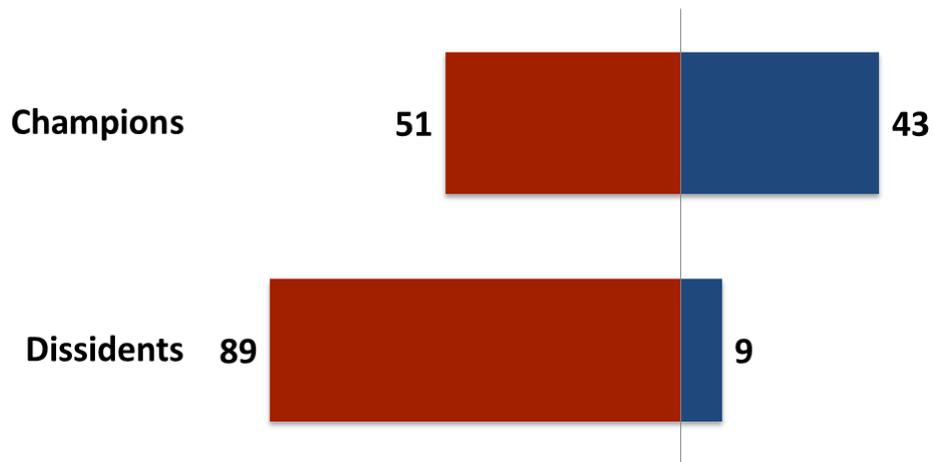
■ **Wrong Track** ■ **Right Direction**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q3.

Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?

■ Fair/Poor ■ Good/Excellent



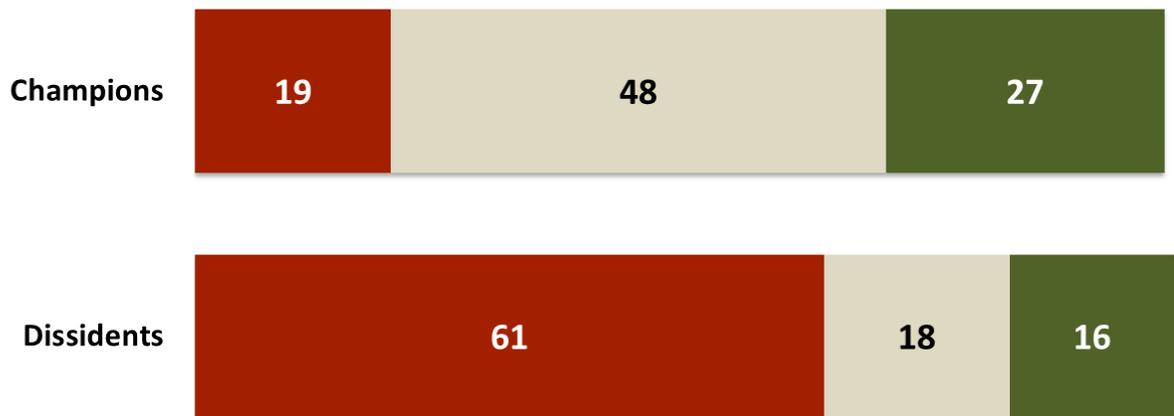
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America Survey*, Q4.

Comparing the views of Champions and Dissidents on various types of school choice policies.

	Favor %	Oppose %	Margin
<i>CHARTER SCHOOLS</i>			
Champions	64	27	+ 37
Dissidents	67	27	+ 40
<i>VOUCHERS</i>			
Champions	66	32	+ 34
Dissidents	63	35	+ 28
<i>EDUCATION SAVINGS ACCOUNTS</i>			
Champions	60	28	+ 32
Dissidents	53	39	+ 14
<i>TAX-CREDIT SCHOLARSHIPS</i>			
Champions	72	19	+ 53
Dissidents	57	33	+ 24

SOURCE: Friedman Foundation for Educational Choice, *2014 Schooling in America Survey* .

Q22. Do you believe the amount of time spent on standardized testing in American schools is... ?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2014 *Schooling in America* Survey, Q22.

Methods Summary

The “Schooling in America Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative national sample of adults (age 18+) in the United States. Methodology included probability sampling and random-digit dial. The unweighted national sample includes a total of **1,007** telephone interviews completed in English from April 23 to May 4, 2014, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies.

The margin of sampling error for the statewide sample is ± 3.1 percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **9,500** calls were made in the United States. Of these calls, **3,819** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **4,628** were usable numbers but eligibility unknown (including refusals and voicemail); **23** cell phone numbers were usable but not eligible for this survey; **23** people did not complete the survey. The average response rate of the landline interviews was **15.8%**. The average response rate of the cell phone interviews was **14.1%**.

Details on call dispositions, landline and cell phone response rates, and weighting are discussed in the following sections.

Sample Design

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent adults (age 18+) in the United States who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks – contiguous groups of 100 phone numbers for which more than one residential number is listed – are added to

this database. Blocks and exchanges that include only listed business numbers are excluded.

Numbers for the landline sample were drawn with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Interviews were conducted from April 23 to May 4, 2014. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

We have noticed in recent years that response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3% or 4% have been acceptable for public release.

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample – the one around 50%. The overall statewide margin of error for this survey is $\pm 3.1\%$. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.1 percentage points away from their true values in the population.

It is critical to note that the margin of sampling error (MSE) is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is ± 8.0 percentage points.

In addition to sampling error, question wording, ordering, and other practical difficulties when conducting surveys may introduce error or bias into the findings of public opinion research.

Call Dispositions and Response Rates

Call Dispositions for National Sample					
<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
6,300	3,200	Total	1,343	842	Disconnected
6,300	3,200	Released	4	0	Fax
0	0	Unreleased	79	56	Government/Business
4,456	2,283	Usable	0	-	Cell Phone
1,844	917	Unusable	-	0	Landline
4,456	2,128	Qualified	1,426	898	Unusable
70.7%	71.3%	Est. Usability	1,325	67	No Answer
100.0%	93.1%	Est. Eligibility	102	1	Busy
15.8%	14.1%	Est. Response	1,427	68	Usability Unknown
			706	301	Complete
			14	9	Break-Off
			720	310	Usable/Eligible
			686	251	Refused
			46	43	Language Barrier
			1,058	810	Voice Mail
			856	723	Call Back-Retry
			81	71	Strong Refusal
			0	3	Privacy Manager
			2,727	1,901	Usable/Eligible Unknown
			-	23	Under 18
			-	23	Usable/Ineligible
			15.8%	14.1%	Response Rate

Weighting Procedures and Analysis

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. All weighting measures are based on Census Bureau statistics for the United States. BRI used the dual landline/cell weighting method first; then weighted on Age, Race, Ethnicity, Gender, and Region. The weighted and unweighted data are available on request.

About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. He also directs and manages all other research projects commissioned by the foundation. DiPerna has traveled to 28 states for his work, presenting survey research findings and discussing various school choice policies for audiences including public officials, policy professionals, advocates, and academics.

Previously, DiPerna served as the assistant director for the Brown Center on Education Policy at the Brookings Institution in Washington, D.C. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. DiPerna was a research analyst for the first five issues of the Brown Center Report on American Education (2000-2004). He also managed and coordinated the activities of the National Working Commission on Choice in K-12 Education (2001-2005).

A native of Pittsburgh, DiPerna earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

Acknowledgements

A number of people made significant contributions during the course of this survey project. Michael McShane and Patrick Wolf provided important insights and feedback during development of the survey questions, and in particular, the Common Core and testing items. We thank the team at Braun Research for their excellent work in conducting the phone interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Cynthia Miller, and Dave Oshman. Editing and verifying data are essential for this report, and I'm grateful to Drew Catt and Jeff Reed for their attention to detail. Finally, we are of course grateful to the respondents who generously agreed to participate in our survey interviews.

About the Survey Organization

Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 38 full-time and more than 250 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 19 years, Braun Research has conducted almost 10,000 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and *The Washington Post*. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

The work we accomplish for other research firms requires us to perform all work up to standards required by the various research organizations where we enjoy membership and in some cases participate actively. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. For example, Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. He has served as President of the New Jersey Chapter of AAPOR, and he is currently serving on AMEC in North America.

Braun Research is a well-respected firm employing techniques and standards approved by various survey research academic organizations and other affiliations including those with whom Braun is an active member, including AAPOR (The American Association for Public Opinion Research) and MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research) and CASRO (Council on American Survey Research Organizations).

About the Survey Sponsor

The Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice in K-12 education.

Commitment to Methods & Transparency

The Friedman Foundation for Educational Choice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results. If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results. Our authors take full responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

2014 Schooling in America Survey, Questions and Results

Interview Dates: April 23 to May 4, 2014
Sample Frame: Adults (age 18+)
Population Sample: National/American Adults = 1,007
Margin of Error: National/American Adults = ± 3.1 percentage points

Displayed numbers in tables are percentages, unless otherwise noted.

Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.

“For this brief interview, if you are completely unsure about your answer or have no feelings for an answer, you can say ‘I Don’t Know.’” [ENTER AS “DK”]

[CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION]

	Male	Female
AMERICAN ADULTS	49	51

1. Which of the following do you see as the most important issue facing the country right now?

[RANDOMIZE RESPONSES 1-9 TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Crime	Economy & Jobs	Education	Environment	Healthcare	Housing	Immigration	Values Issues	Taxes
AMERICAN ADULTS	4	38	13	4	16	3	4	7	5

2. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2014, ENTER "NO"]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
AMERICAN ADULTS	32	3	25	40	< 1

3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Right Direction	Wrong Track	DK/Ref (VOL.)
--	-----------------	-------------	---------------

AMERICAN ADULTS	33	58	8
-----------------	----	----	---

4. Generally speaking, how would you rate the federal government’s handling of matters in K-12 Education?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
--	-----------	------	------	------	---------------

AMERICAN ADULTS	3	19	37	37	4
-----------------	---	----	----	----	---

5. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]

[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]

	Less than \$4,000	\$4,001 – \$8,000	\$8,001 – \$12,000	\$12,001 – \$16,000	Over \$16,000	DK/Ref (VOL.)
AMERICAN ADULTS	26	23	14	8	12	18

6. *(Split A)* Do you believe that public school funding in the United States is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
AMERICAN ADULTS	10	27	56	7

6. *(Split B)* According to the most recent information available, in the United States \$10,658 is being spent each year per student attending public schools. Do you believe that public school funding in our country is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
AMERICAN ADULTS	14	35	47	5

7. In thinking about the schools in your area, what grade would you give...

[GRADE OPTIONS: A, B, C, D, or F]

[ROTATE “REGULAR PUBLIC SCHOOLS,” “CHARTER SCHOOLS,” “PRIVATE OR PAROCHIAL SCHOOLS”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	9	34	31	14	8	4
Charter Schools	13	25	18	4	4	36
Private Schools	23	36	13	2	2	24

8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
AMERICAN ADULTS	10	11	40	37	1	3

9. What is the most important characteristic or attribute that would cause you to choose a **[INSERT SCHOOL TYPE FROM PREVIOUS QUESTION]** for your child? Please use one word, or a very short phrase.

[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

Top 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

AMERICAN ADULTS

BETTER EDUCATION / QUALITY	118
INDIVIDUAL ATTENTION / ONE-ON-ONE	99
BETTER TEACHERS / TEACHERS / TEACHING	87
CLASS SIZE / STUDENT-TEACHER RATIO	69
SOCIALIZATION / PEERS / OTHER KIDS	67
ACADEMICS / CURRICULUM	65
DISCIPLINE / STRUCTURE	54
DIVERSITY / VARIETY	52
ENVIRONMENT / CULTURE / COMMUNITY	41
OUTCOMES / RESULTS / GRADUATION RATE	40

OTHER RESPONSES	76
DK / NO RESPONSE / REFUSED	30

“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say ‘I Don’t Know.’” [ENTER AS “DK”]

10.Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	20	26	12	10	32

11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	24	38	15	11	12

12. Based on what you know, or have heard from others... In general, do you favor or oppose "school vouchers"?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	21	22	8	13	37

13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	35	28	13	20	4

14. **(Split A)** Some people believe that school vouchers should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
AMERICAN ADULTS	48	17	11	20	4

14. **(Split B)** Some people believe that school vouchers should only be available to families based on financial need. Do you agree or disagree with that statement?

[PROBE:] Would you say strongly or somewhat agree/disagree?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
AMERICAN ADULTS	21	18	18	39	5

15. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports school vouchers, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
AMERICAN ADULTS	27	53	16	3

16. **(Split A)** Based on your best observation or guess, to what extent does the Republican Party favor or oppose school vouchers?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	19	17	11	11	42

16. **(Split B)** Based on your best observation or guess, to what extent does the Democratic Party favor or oppose school vouchers?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	10	18	16	18	38

17. An "education savings account" – often called an ESA – allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of “savings account system”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	27	29	12	21	10

18. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
AMERICAN ADULTS	27	51	19	4

19. **(Split A)** Based on your best observation or guess, to what extent does the Democratic Party favor or oppose education savings accounts?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	13	17	13	12	45

19. **(Split B)** Based on your best observation or guess, to what extent does the Republican Party favor or oppose education savings accounts?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	15	22	11	11	41

20. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	27	37	12	14	11

“Now we have some questions about a couple other education issues in the news.”

“When thinking about standardized assessments and tests...”

21. How much time do you think a typical American student spends in a school year on preparing for standardized tests and taking these tests? Your estimate, in school days, will reflect total time for the state test and any additional standardized tests administered by the district or school.

[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]

[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]

	5 or Less	6 to 10	11 to 15	16 or More	DK/Ref (VOL.)
AMERICAN ADULTS	18	15	8	42	18

22. Do you believe the amount of time spent on standardized testing in American schools is:

[ROTATE "TOO HIGH" AND "TOO LOW"]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Too High	About Right	Too Low	DK/Ref (VOL.)
AMERICAN ADULTS	36	33	24	7

23. **(Split A)** To the best of your knowledge, who do you think IS held accountable for standardized test results under current education policies? Please indicate with a “Yes” or “No” to each one of the following:

[RANDOMIZE 23AA, 23AB, 23AC, 23AD, 23AE]

[FOR EACH ITEM, ALLOW ON FIRST RESPONSE “DK” OR “REFUSE”]

% “Yes”	Students	Teachers	Principals	School District Officials	State Government Officials
AMERICAN ADULTS	57	73	63	66	45

23. **(Split B)** Now we would like to know who you think SHOULD BE held accountable for standardized test results. On a scale from 1 to 5, please indicate the degree of accountability – tied to standardized test results – for each one of the following? 1 would reflect LOWEST ACCOUNTABILITY; 5 would reflect HIGHEST ACCOUNTABILITY

[RANDOMIZE 23BA, 23BB, 23BC, 23BD, 23BE]

[FOR EACH ITEM, ALLOW ON FIRST RESPONSE “NONE”, “DK” OR “REFUSE”]

% “4” and “5”	Students	Teachers	Principals	School District Officials	State Government Officials
AMERICAN ADULTS	59	62	50	53	40

24. *(Split A)* Who do you think should make final decisions when it comes to DEVELOPING academic standards?

[RANDOMIZE RESPONSES 1-6 TO AVOID BIAS]

[FOR EACH ITEM, ALLOW ON FIRST RESPONSE “DK” OR “REFUSE”]

	Parents	Teachers	Principals	School District Officials	State Government Officials	Federal Government Officials
AMERICAN ADULTS	19	29	6	23	11	8

24. *(Split B)* Who do you think should make final decisions when it comes to IMPLEMENTING academic standards?

[RANDOMIZE RESPONSES 1-6 TO AVOID BIAS]

[FOR EACH ITEM, ALLOW ON FIRST RESPONSE “DK” OR “REFUSE”]

	Parents	Teachers	Principals	School District Officials	State Government Officials	Federal Government Officials
AMERICAN ADULTS	15	23	8	28	13	9

25. Based on what you know, or have heard from others... In general, do you favor or oppose “the Common Core State Standards” in K-12 education?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	11	23	15	24	26

26. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the “Common Core”?

[PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	16	34	16	25	9

27. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports the Common Core, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
AMERICAN ADULTS	16	56	24	4

“Now the following questions should be pretty quick, and for statistical purposes only....”

28. Generally speaking, do you usually consider yourself a Republican, a Democrat, an Independent, or something else?

[Code for Democrat, Republican, Independent, Libertarian, Other, or “DK”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
AMERICAN ADULTS	31	23	30	10	2	5

29. How would you best describe where you live?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
AMERICAN ADULTS	23	34	23	18	1

30. Which of the following age categories do you fall in?

[OPEN END, THEN CODE TO AGE CATEGORY]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
AMERICAN ADULTS	31	36	31	3

31. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Hispanic	Not Hispanic	DK/Ref (VOL.)
AMERICAN ADULTS	14	86	< 1

32. Which of the following best describes your race?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
AMERICAN ADULTS	1	5	12	3	72	5	2

33. What is the last grade or class that you completed in school? **[DO NOT READ CATEGORIES]**

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

None (Grades 1-8)

High School Incomplete (Grades 9-11)

High school Graduate (Grade 12 or GED Certificate)

Technical, Trade, or Vocational School (AFTER High School)

Some College (Associate’s Degree, No 4-Yr Degree)

College Graduate (Bachelor’s Degree or Other 4-Yr Degree)

Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post- Graduate
AMERICAN ADULTS	1	4	26	3	24	23	16

34. Please stop me when I read the category that best describes your current annual household income, before taxes?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
AMERICAN ADULTS	35	28	28	9

[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR FRIEDMAN FOUNDATION]

The Friedman Foundation for Educational Choice is an independent, nonprofit, nonpartisan research organization that studies attitudes toward K-12 education issues facing the states and the country. The Foundation has no connection to the government, political parties, or any campaigns. Reports about its surveys are made available free of charge on their website [EdChoice dot ORG](http://EdChoice.org).